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THE ESSENTIALS OF A SECONDARY-SCHOOL HANDBOOK

Submitted by

J. Jackson George

(A.B., Dartmouth, 1932)

In partial fulfillment of requirements for
the degree of Master of Education

1941

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Gift of J. J. G. to
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2. Detailed Description of the Project

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CHAPTER I

NEED FOR A SECONDARY-SCHOOL HANDBOOK

The Problem

The handbook as an instrument of guidance.-- The secondary-school handbook is recognized by most school administrators as an important instrument in the guidance program of the modern high school. The practice of weird stunts and fantastic ceremonies to initiate the freshman into the mysteries of high school has become a thing of the past. Educators realize that a simple adjustment to the school will help to insure a successful future for the pupil. This sympathetic attitude of the school has gradually expanded into a well-rounded guidance program. The school handbook represents a development of the efforts of school principals to assist the pupils in their adjustment to a new environment.

The increased need for pupil guidance.-- Time has worked its changes upon the secondary-school population and upon the aims of secondary education since its early days. Whereas the high-school pupil of fifty years ago was preparing for a college education, the pupil in 1941 is preparing for varied fields of future endeavor. Many

pupils are planning to continue their education at one of our colleges or universities. An even greater number of pupils is preparing for various types of work immediately after graduation from high school. The constantly changing economic life of our nation makes the problem of the secondary school a continual struggle to guide its pupils into a successful future life. The possibilities of future employment must be considered in relation to the capabilities of the pupil. All social classes, economic conditions, and cultural interests are represented by the pupils. Somehow the school must fuse the traditions and the ambitions of the pupils into a coherent whole, out of which will grow a youth and an adult group better equipped to meet the problems of life. The depression years have emphasized the need for efficiency and simplicity in the guidance work of the schools.

Urban schools and the complexity of modern life.--

Larger schools are confronted with all aspects of the guidance problem. The need for efficient guidance has been increased by the overcrowding of classrooms and the decreasing of the school budgets. Difficult conditions have developed because of the increased teacher load, and this has been particularly true in the industrial communities of the nation. Guidance may be defined as an effort by the school to assist the pupil in his inter-

pretation of his future life. The pupil should be made aware of the economic and social problems of the immediate present and should consider both factors in conjunction with his own tastes and abilities. A primary step in guidance is the successful orientation of the pupil to the school environment. Just as the world will later demand many adjustments by the pupil, so does the secondary school ask him to adopt new habits and develop greater skills.

The handbook as a catalytic agent.-- The handbook serves as a catalytic agent to hasten the adjustment of the new pupil to the school. The book is a guide which saves the pride of the new boy or girl who might otherwise commit embarrassing blunders during the first weeks of school. Teachers reflect the attitude of the school, but the hesitant pupil is aided in his introduction to the new environment by the handbook. The important rules of the school are emphasized for the pupil's quick comprehension. The natural interests of the adolescent are attracted by the presentation of school routine and extracurricular life as a united whole. In the handbook the new pupil finds the answer to his queries, "What shall I do", and "How shall I do it?".

The opportunity to increase pupil cooperation.-- Education for democracy is a phrase frequently used. Presumably it means the development of traits, ideals, and habits of thought which will enable the youth of

America to adjust their lives to our society. The handbook serves as a guide to democratic living within the school. The duties and privileges of the pupil are stated. The opportunities for pupil participation in the activities of the school are delineated. The pupil learns how he may share in the success of the school's work.

School spirit is a term used to describe the degree of student cooperation with the administrators and faculty of the school. The term may also be used to mean the acceptance by the pupils of individual and group responsibility for the well-being of the school. As such, the handbook may be used to foster school spirit.

Any factor which will instill greater ideals of cooperation into the minds of the pupils is of great value to the school.

Need for illustrative analysis of the handbooks.--

The handbook fills a real need in the daily life of the school. Most difficult of all, in the problem of editing a handbook, is to present the material to the pupil in an attractive manner. None of the previous studies of school handbooks contain illustrative material of the treatment of school routine. Statistical studies of the content of handbooks are published.^{1/} Some studies of the

^{1/} Harry C. McKown, Extracurricular Activities. MacMillan Company, New York. 1927, p. 414.

Elbert K. Fretwell, Extra-Curricular Activities in Secondary Schools. Houghton Mifflin Company, Boston. 1931, p. 332.

handbooks express opinions concerning the items which are necessary for an adequate handbook.^{1/} Summaries are available about the methods of financing the handbook.^{2/} None of the studies has been so complete that it contains examples of the better methods of writing a handbook. Problems common to all handbooks have varying solutions. Each handbook must express the individuality of the school and at the same time, effectively present its material. Illustrations serve to guide the editor of a handbook in choosing an adequate solution for any given problem. Examples will aid in the attempt to interest the pupils through effective writing.

The difficulty of pupil appeal.-- The writer believes that the success of a handbook depends, to a large degree, upon its ability to express the individual characteristics of its school. Each editor of one of the better handbooks has caught the spirit of his own school in such a way as to make the book appeal to the individual pupil and also elicit a response from the school as a whole. School spirit must be expressed by the handbook in such a manner as to make it become an attractive concept to the new and

^{1/} loc. cit.

^{2/} H. C. McKown, p. 418.

old pupil alike. The pupils will respond more heartily to a true picture of their own school. The message of the handbook then becomes a natural part of their environment.

The benefits of examining the handbooks of other schools.-- Much valuable material may be gleaned from a study of numerous handbooks. It is not vital to discover what items occur most frequently in a given number of books. For example, common sense tells us that all schools are confronted with the problem of attendance. The interesting fact is the various methods of handling the problem. The basic rules concerning attendance are established by the school board, yet the presentation in the handbook may be more than the statement of the rules. The staff of the handbook may discover many valuable hints in the work of other groups. The individual school retains its own specific problem but the solution of that problem may be hastened by the study of the efforts of others.

Items common to secondary-school handbooks.-- The problem, then, is to discover the qualities which will make a better handbook. Certain factors are common to many of the handbooks. The frequency with which various items occur in the 83 handbooks studied is shown in the following table.

Table 1. Topical analysis of 83 secondary-school handbooks arranged in descending frequency.

Item	Frequency of item	Item	Frequency of item
Date line	68	Honor Roll	36
Cover design	68	Newspapers, Magazines	35
Title page	65	Guidance hints	35
Absence rules	59	Handbook staff	35
Songs	58	Bell schedule	34
Cheers	58	Boy's Athletic Association	34
Foreword	56	Complete Course of Study	34
Lost and Found	54	Pupil responsibility	33
Lockers	52	Care of building	33
Library Rules	52	Girl's Athletic Association	33
Fire Drills	52	Promotion	32
Scholarships	51	Summary of College Requirements	32
Band	51	Guidance Officers, Advisers	31
Orchestra	50	Constitution Student Government	31
Report Cards	50	Telephone	30
Conduct	49	Picture of School	29
Tardiness	49	Athletic record	29
Summary of Program of Studies	48	Football schedule	29
Graduation	48	Basketball schedule	28
Index	47	Change of address	27
Faculty List	47	School spirit	27
Use of library	46	Traffic in halls	27
Athletic rules	44	Pass slips	27
Assemblies	43	Social or dance rules	27
School history	43	Traditions	26
Prizes	43	School citizenship	26
Cafeteria	43	School directory	25
School Calendar	43	Exam schedule	25
Pupil name space	42	Yearly calendar	24
Admission	41	Program card	24
Principal's greeting	41	Chorus	24
School hours	40	Service committees	24
Study aids	39	Withdrawal from school	24
Sponsor's name	39	Printer	23
Building rules	38	Bicycles	23
Marks	38	Corridor passing	23
Lunchrooms	38	Examinations	23
Class organization	38	Student guides	23
Dismissal	37	Traffic at dismissal	23
Marking system	37		
Floor Plans	37		
Glee Club	37		
Use and care of books	36		

Table 1. (concluded)

Item	Frequency of item	Item	Frequency of item
Detention	22	Extracurricular	
First aid room	22	point system	16
Recess rules	22	Summer school	16
Operetta	22	Class constitutions	14
Tuition	22	Junior Red Cross	14
Automobiles	22	Book record	13
Afternoon sessions	22	No School Signal	13
Dropping a subject	21	A capella choir	13
Memoranda pages	21	Freshman Council	13
Clothing	21	Infirmery	13
Preface	20	Windows	11
Parent Teachers'		Telephone dismissal	11
Association	20	Picture of principal	10
Visitors	19	Fraternities rules	10
School board	18	Gifts to teachers	9
Enrollment	18	Other's desks	8
Table of college		Dedication	7
requirements	17	Cost calendar	3
Baseball schedule	17	Removeable faculty	
Specific college		list	1
requirements	17		

Selections to illustrate the better qualities of a handbook.-- Passages will be chosen from certain of the handbooks to illustrate the more important of the common factors discovered in the preceding table. These quotations will be selected with three points constantly in mind. First; the basic purpose of the handbook is to assist the new pupil in his adjustment to a new environment. Second; each school represents a different community and must retain its own individuality. Third; no passage herein quoted

applies uniformly to all schools. This thesis will attempt to show not only the essentials of the school handbook, but, also the individuality of the books as expressed in their solution to the problems of content. The skeleton of a handbook is constructed of the various items in the book. The flesh and blood of a book is the style of writing, the organization of material, and the appeal which it has for the pupils.

The Solution of the Problem

Exchange of school handbooks.-- In order to study the handbooks of other schools, the handbook published by Haverhill High School (Massachusetts) was exchanged with 33 selected schools.^{1/} A simple reply card was sent to the schools asking whether they published a handbook, and, if so, whether they would be willing to exchange (see appendix p.110). Upon receipt of an affirmative answer, our book was sent to them. A brief check list was sent which was designed to discover; 1) the methods of financing the handbook, 2) the manner of its printing, 3) the frequency of its publication, and 4) the items which would be considered essential or desirable for such a handbook (see appendix p. 115).

^{1/} Bulletin of the National Association of Secondary-School Principals, Volume 24. Number 87, January 1940.

The illustrative analysis.-- The following chapter contains a study of the treatment of the more important items of a handbook as revealed by the topical analysis (see p. 7-8) and by the results of the check list (see p. 93). Illustrations were chosen in the hope that they would be of service to persons desiring to print a handbook for the first time or to revise their present edition. The examples are chosen to indicate the better methods rather than to provide a universal solution for all schools. Each school will develop its own solution to best fit its individual case.

CHAPTER II

AN ILLUSTRATIVE ANALYSIS OF SCHOOL HANDBOOKS

Exchanging the Handbooks

The selection of schools to be queried.-- The problem of discovering the essentials of a good school handbook arose in Haverhill High School in 1938. A library of handbooks has gradually developed and was increased approximately 100 per cent by this study. The handbooks have been collected through exchanges with other schools. First, a list of schools was selected from the directory number of the Bulletin of the National Association of Secondary-School Principals.^{1/} This source was chosen with the supposition that the members of the National Association were most likely to sponsor a project such as a school handbook. An attempt was made to scatter the schools so that each state within the United States would be represented in the final study.

Reply card.-- A simple, self-addressed postage card was mailed to each of the selected principals (see sample in appendix p. 118). A total of 131 cards were sent out in this manner. An affirmative answer was received from 45 schools. Negative replies were received from 44 schools,

^{1/} Volume 24, Number 87, January 1940.

indicating that they did not publish a handbook. No answer was received from 40 of the schools. Thus it appears that 34 per cent of the schools which were queried published handbooks. This percentage was lower than the author expected to find, and it was interesting to note that several of the negative replies had an additional note to the effect that local finances had been curtailed which prevented such a publication.

The check list.-- As the reply cards returned, a handbook was mailed to each school answering in the affirmative. This was accompanied by a short, two-page check list and a self-addressed, stamped envelope for its return. At the same time a check list was also sent to those schools with which handbooks had been previously exchanged. Since 40 handbooks had been acquired already, a total of 84 check lists were sent out. Sixty-six check lists were returned. Thus 78 per cent of the lists were returned.

Four main items of information were sought in this check list. These factors were: (1) the enrollment and the grades of the school; (2) the methods of financing the handbook; (3) the frequency of publication and the breadth of distribution of the handbook; and (4) a list of items which the respondents were asked to judge as (1) essential, or (2) desirable yet not essential, to a good handbook. In the latter instance, the items were selected on the basis of the author's own experience and

upon consideration of McKown's study of 212 secondary-school handbooks.^{1/} Since these four items could not be determined from an analysis of the handbooks, the use of a check list was necessary.

The Illustrative Analysis

Two types of analysis.-- An examination of school handbooks permits the student to make two distinct types of analysis. The illustrative analysis is a careful study of the treatment of certain items in the handbook. The topical analysis is a listing of the contents of the handbooks to determine the frequency of occurrence of the items in the various books.

The value of the topical analysis.-- A list of the various topics which appear in the handbooks and the frequency of their appearance, may be suggestive of valuable ideas. Material which might otherwise be omitted is suggested. A frequency table is limited in value because it stresses the variability of the different schools, rather than the common factor of education. The topical analysis is not a satisfactory basis of comparison of the better qualities of various handbooks (see Table 1, Chapter I, p. 7-8.

The value of the illustrative analysis.-- The writer believes that the illustrative analysis offers greater

^{1/} H. C. McKown, p. 414.

opportunity for comparative evaluation of handbooks. Just as educators teach by example as well as by precept, so may they learn. It is of greater value to know the methods of writing the club activities in the handbooks than to know how many handbooks included club write-ups in their contents. Material which is presented with definite illustrations becomes more understandable. The work of others may be used to assist the solution of one's own problem.

The illustrative analysis in detail.-- The study of high-school handbooks shows many different methods of handling the content of the books. This is only natural in consideration of the fact that each school has its own individual problems. The style of writing differs, likewise, since each of these books represents an individual editorial staff. In spite of the differences of treatment, there are certain problems which must be handled by all schools. The more important of these problems are as follows: 1) the foreword, 2) the principal's greeting, 3) floor plans of the building, 4) the guidance program, 5) study aids, 6) clubs, 7) student government, 8) the extracurricular point system, 9) school citizenship and pupil cooperation, 10) discipline, 11) courtesy, 12) faculty list, 13) the program of studies, 14) college requirements, 15) index, 16) covers, 17) absence rules, and 18) fire drills.

Some handbooks give very little space to certain of the above mentioned items. It is quite possible that these items may be given to the pupils in some other manner during the school year. One should be careful of directing criticism against a handbook for omissions lest the matter be handled in another manner. In all instances, the content of a handbook is influenced by the whole life of the school, not by the desires of the staff.

Illustrations for suggestive purposes.-- The examples of the various items found in the handbooks were not selected solely on the basis of excellence. The passages were chosen because they were the best of their respective types. The critic must consider the effect of the differences in the schools upon the various handbooks. The style of writing will illustrate the variations in pupil appeal. The type used by the printer will affect the attractiveness of the handbook. The quality of the paper will influence the clearness of the type. Suffice it to state that a 10 point type is the easiest to read, and that a 60 to 70 pound paper stock with an English or a plate finish will make a satisfactory 50 to 75 page book. The illustrations are offered as evidences of the better treatment of handbook content. The following passages are suggestive of good solutions to the problems of the handbook editor.

The Foreword

Purpose of the foreword.-- A foreword expresses the purpose of the publication. It is an introductory statement to explain the objectives of the handbook. The better foreword will encourage the use of the handbook by the pupils. The cooperative aspect of school life may be stressed. The editor may appeal to the pride which the pupil has for his school.

An illustration emphasizing the purpose of the handbook may be found in The Cub published by Bolton High School, Alexandria, Louisiana.

"The Cub is a handbook whose reason for existence is to give information concerning the history, traditions, ideals, and numerous activities, and the established routine of the Bolton High School.

"It is to be hoped that a careful reading of this little book will give to the pupil and his parents and to the teachers a better understanding of the school, its customs and regulations; that it will be a spotlight to throw into clearer view its aims and endeavors, and that it will be a guide that will help all to plan more wisely.

"When in search of information consult the Cub; when in doubt, consult the Cub; when quite sure, consult the Cub for confirmation. On each and every occasion consult the Cub."

The foreword of The Maroon and Black published by the student council of Peoria High School, Peoria, Illinois, uses the foreword to encourage better school citizenship on the part of the pupils.

"The aim of our handbook is to furnish to students and teachers information pertaining to the

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upper classman, and a help to the teachers of Peoria High School. We wish it to serve as a guide and an incentive to the freshmen, an aid so that we may better cooperate.

"Our school holds a place of high rank in educational circles and in the esteem of our townspeople. As each new student enrolls in the school a sacred duty falls on him, an obligation to keep up our high standards of scholarship, our spirit of good sportsmanship, and to make for himself a citizen worthy of the time, money, and effort which our city has given to make possible such an education.

"Therefore, the real purpose of this book is to help you to be a true 'Centralite'."

The Principal's Greeting

Purposes of the greeting.-- Principals will find the greeting an excellent means of welcoming the entering class. The principal is given the opportunity of emphasizing the cooperation between the teachers and the pupils. He may supplement the emphasis of the editorial board on school pride as expressed in the foreword. The encouragement of cooperation with the school is a common motive of the numerous greetings.

Supplementing the foreword.-- In all cases, the principal's greeting should add to the efforts of the editor as expressed by the foreword. A short pithy statement is much more effective than a detailed effort to bring out the purpose of the school. An inspirational message from the principal is a reasonable method of establishing the attitude of the school officials toward the pupils.

Examples of a greeting.-- The following quotations are illustrative of the purposes of the greeting. They may also serve as examples of an effective style of writing. This task is probably one of the most difficult encountered in the editing of a handbook.

Ardmore Junior High Handbook, Ardmore, Pennsylvania

"The Offer Of the Junior High School"

"To spend the last days of childhood and the early days of youth, working and playing with those who will be your associates and friends for years to come; to catch the glint of sunlight on the distant mountain tops of opportunity; to explore your abilities and your interests; to face honestly your limitations and to thrill to your undeveloped strengths as you undertake more advanced studies and pastimes; to emerge as an individual from the mass of youth; to approach the future with a keener appreciation of its opportunities and requirements; this is the offer of the Junior High School."

The Students' Handbook of the Brookline High School,

Brookline, Massachusetts.

"To all incoming boys and girls: As you enter the Brookline High School, you take the next step in your educational advance. You join with others who have delighted in the hallowed traditions of the school; who have established the standards which have brought us a nationwide reputation for excellence. As your new strength is added to ours, never forget the fact that the direction in which you move is all-important. Welcome!.,.,.

"With us you face the future in the high advent of purposeful living. We who know life and its rich experiences will be ever ready to be your companions. One day, not too far distant, you will draw upon your record. You will ask for our name to prove the value of your own. So live and make your contributions that we shall respond without hesitation for you, for ourselves, for the school. Your record and your name

are in your own keeping,...

"Good luck, good courage, all happiness, and success to you."

Floor Plans

Purpose of floor plans.-- One of the vital problems of the larger schools is the rapid orientation of the new pupil to the building itself. The fact that most of the school handbooks contain either a set of floor plans, or a building directory, indicates the importance of this problem. Floor plans are more common than a directory. This is true because the plans enable a student to picture the school as a whole, and to locate his rooms in relation to the whole building. An added advantage of plans, as opposed to the directory, is the fact that the traffic directions may be printed in the proper location on the plans where they are more easily understood.

The essentials of good plans.-- Plans of the building must be large enough to be easily read. The lines must be clearly drawn and the printing on the plans must be clear. All rooms should be identified by their proper number or name. The stairways should be designated as "up" or "down" if such traffic regulations exist in the school. The lavatories, cloak rooms, offices, and locker rooms should all be properly labeled.

Types of floor plans.-- Two distinct methods may be used to solve this problem. A good set of plans may be

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

MEMORANDUM

TO: THE BOARD OF TRUSTEES

FROM: THE DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

SUBJECT: PROPOSAL FOR THE
ESTABLISHMENT OF A
MUSEUM OF THE HISTORY OF ARTS
AND ARCHITECTURE

The Department of the History of Arts and Architecture
has the honor to acknowledge the receipt of your letter
of the 10th inst. regarding the proposal for the
establishment of a Museum of the History of Arts and
Architecture. The Department has the pleasure to
inform you that the proposal has been carefully
considered and that the Board of Trustees is
recommended to approve the same.

The Department believes that the establishment of
such a Museum would be of great benefit to the
University and to the public. It would provide a
place where the history of arts and architecture
could be studied and appreciated in a way that
is not possible in any other institution. It would
also provide a place where the history of arts and
architecture could be taught and where the public
could learn about the history of arts and architecture
in a way that is not possible in any other institution.

produced by the mechanical drawing classes. These may then be photographed down to the required size, and a "cut" made, for the printer. The school is then in possession of the permanent means of reproducing the plans. In like manner, useful reproductions of plans may be developed from photostatic copies of the architect's blue prints of the school building. In some instances these are not as satisfactory for handbook purposes. Some schools have failed to add the numbers of the rooms to the original drawings. In other cases, the photostatic process is subject to a shading or shadow reproduction when the original blue print is somewhat faded or the architect indulged in artistic designs on his blue print.

Definite floor plans.-- Figure 1 on page 22 is taken from the handbook of Haverhill High School, Haverhill, Massachusetts. These plans were developed by the boys in an advanced mechanical drawing class. They were carefully drawn to scale with a definite concept of their ultimate spacing and location on the page of the handbook. They are self-explanatory and effective examples of a good floor plan.

Photostatic floor plans.-- The photostat process may be just as effective. This type of reproduction requires a special paper but is an attractive solution of the problem. A fine example of this style may be seen in the

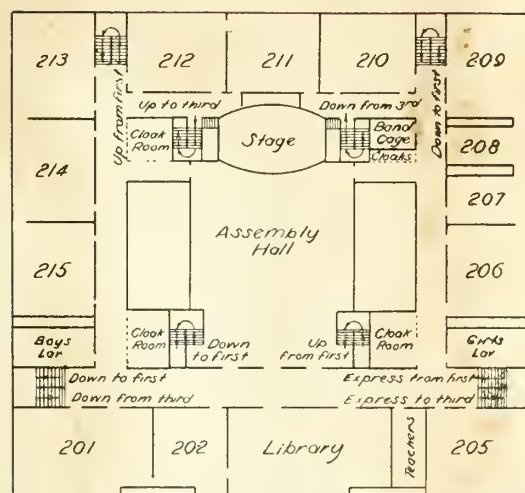
the first of these is the fact that the
the second is the fact that the
the third is the fact that the
the fourth is the fact that the
the fifth is the fact that the
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the thirty-ninth is the fact that the
the fortieth is the fact that the
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the forty-ninth is the fact that the
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handbook of the Austin High School, Chicago, Illinois. An example of the reproduction of the Haverhill High School floor plans by means of the photostatic process is shown in figure 2 on page 23, and figure 3 on page 24.

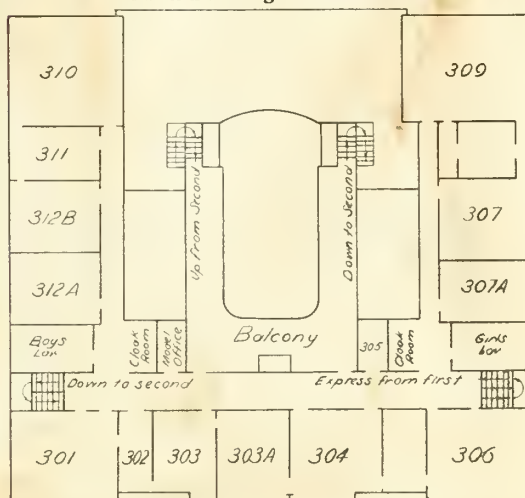
Guidance Program

Extent of guidance efforts.-- School handbooks may not be judged completely upon their guidance qualifications from their appearance, nor from their content. Newton High School (Massachusetts) uses its book for an orientation course in junior high school. Its content and organization do not differ essentially from the handbooks of other schools, yet it serves as a basis for guidance. Other schools devote a maximum amount of space to an explanation of guidance material, but no indication is given as to the method of its actual use. It is quite possible that those handbooks which give evidence of little guidance material may accomplish their purposes through other publications or activities during the school year.

Example of guidance material.-- The Annapolis (Maryland) High School presents two articles in the first part of its handbook which may be considered as introductory guidance material. They are entitled, Our Philosophy of Secondary Education and The Objectives of This



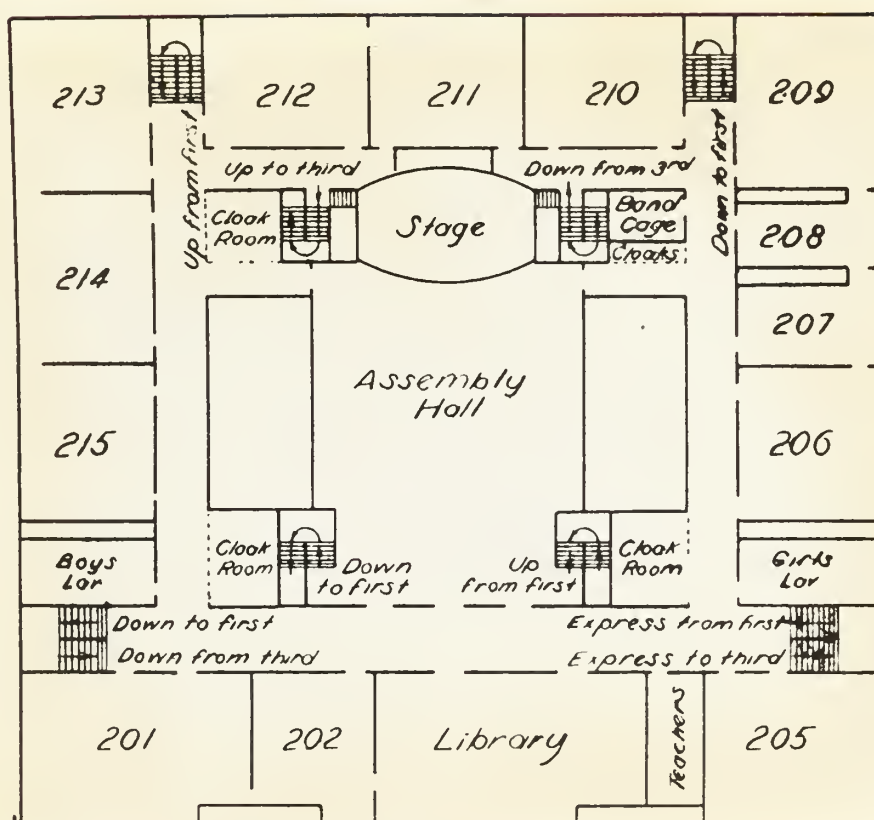
Main Building—Second Floor



Main Building—Third Floor

Figure 1. Printed floor plans from handbook of Haverhill High School (Massachusetts).

THE UNIVERSITY OF CHICAGO PRESS
500 UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILL. 60607-7099



Main Building—Second Floor

Figure 2. Enlarged photostat of the Main Building--
Second Floor plans from the Haverhill High School
Handbook.

THE UNIVERSITY OF CHICAGO
LIBRARY
540 EAST 57TH STREET
CHICAGO, ILL. 60637

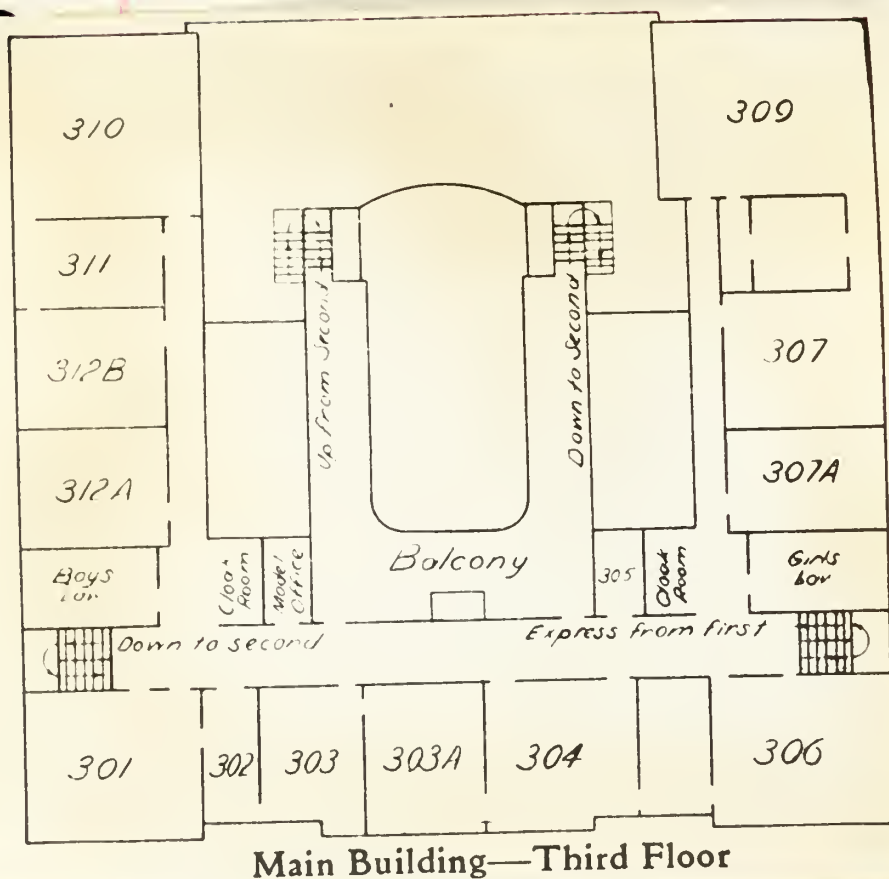


Figure 3. Enlarged photostat of the Main Building-- Third Floor plans from the Haverhill High School handbook.

School. This material would be as helpful to the parents as to the pupils themselves.

In another section of 1/this handbook may be found an article on the home room. This paragraph brings attention to the fact that the guidance program of the school is based upon the home room organization. It is a continuous program, one in which the same teacher, or teachers, may keep their contacts with the pupils over the period of school attendance. The following is taken from the introductory paragraph of the section on Home Rooms.

"The modern conception of the Home Room is one of a newer emphasis. It is believed that the Home Room offers a remarkable opportunity for guidance of students educationally, vocationally, socially, and morally; that it should be the key agency in developing desirable school, and subsequently, life attitudes; that it should be the means for universal self-expression and recreation, not alone for the talented few, but also for the mediocre many; that it should set the stage for pupils' assuming and sharing responsibilities progressively and with wise assistance; that it may grow toward a truly democratic organ of pupil opinion, discussion, and constructive evaluation."

The value of such a description in the handbook rests solely upon the use made of the program in the individual school. A study of the handbook alone does not indicate the success nor the complete attributes of such a program.

How Our School Wheels Turn, the handbook of the John Hay High School, Cleveland, Ohio, uses 50 pages for the discussion of the subject Choosing Your Course. This is a 1/ "Handbook", Annapolis High School, Annapolis, Maryland, 1940. p. 51.

combination, very cleverly worked out, of the guidance work in the handbook together with the program of studies of the school. The discussion of the various courses is preceded in each case with the requirements, objectives, and values of the type of work to be presented.

"FIRST STEP"

"Let us suppose you have been in high school one semester (one half year). You are now in your second semester. During the first two semesters all pupils study the same subjects. Beginning next semester, however, each of you will follow different kinds of work, depending upon which one of five courses you choose.

"You have, no doubt, already considered what work you would like to do to make your living after you have graduated, but before you finally choose the course which you, your teachers, and your parents believe will best prepare you for that work, you will want to have more facts concerning the type of worker which each field demands, the need for workers in the various fields, and how well John Hay is equipped to teach them."

The writing is carried on in this vein, and the description of the courses and the opportunities therein is most complete. One advantage of the John Hay High School is the fact that it is particularly devoted to the education of pupils for the commercial fields. In that sense its problem is more simple than that of the general high school. It does a most complete task of presenting its work and devotes more than a third of its handbook to guidance.

Handbook and guidance synonymous.-- Opportunities in the Fort Smith Senior High School is the title of the

handbook of Fort Smith, Arkansas. This is a publication which is an integral part of the school's guidance program. Opportunities is published under the editorship of the school's guidance director and is used as a unit in the guidance course of the school. Thus a greater emphasis is placed upon the fact that the whole handbook is a part of the guidance system of education.

Study Aids

Study suggestions, a universal problem.-- Thirty-nine of the 83 handbooks have some material which is designed to be of assistance to the pupils in studying. Such suggestions are undoubtedly of value and should be included in all the handbooks. This type of assistance may be used to advantage by all the students. It is helpful to the parents in their efforts to assist their offspring in their home studying. Study suggestions are of benefit to the average classroom teacher since they amplify the work that he is attempting to do.

The Wilmington (Delaware) High School handbook gives two pages to this type of assistance. It is a fairly comprehensive digest of the better known suggestions, including (1) health hints, (2) the solution of special difficulties (such as memorizing poetry or other work), (3) the time to be allotted to each subject, and (4) the

conditions which lead to favorable results. A footnote at the close of their suggestions states that the material for their assertions came from two sources, How to Study Effectively by Whipple, and Murray's How to Study and Teaching How to Study.

The Shortridge Blue Book, Shortridge High School, Indianapolis, Indiana has 11 pages given over to Study Helps. This material is presented in outline form consisting of nineteen major items. The following list of the different major headings will show the detail of the subject matter.

- "1. Physical Conditions Affecting Study;
2. Home Study Conditions; 3. Organize Your Study Time; 4. Materials Needed While Studying; 5. Directions Concerning Assignments; 6. Economize Your Reading Time; 7. Organize Your Lesson Material;
8. Mental Attitude During Study; 9. Concentration;
10. Make The Results Of Your Study Permanent;
11. Summary of Study Habits; 12. Test of Study Habits-Self-Checking-Do You?; 13. Guidance in Making A Time Budget; 14. Time Budget; 15. Outlining; 16. Using TextbooksM 17. How to Take An Examination; 18. In Reviewing for Tests and Examinations; 19. Types of Tests."

Central's Blue and Gray Handbook, Central High School, Charlotte, North Carolina, treats the subject as simply as possible by listing the following twelve rules.

- "1. Keep yourself in good physical condition.
2. Have proper study conditions and needed materials.
3. At all times work with concentration.
4. Work independently.
5. Prepare each lesson every day.
6. Form a place-study habit.
7. Form a time-study habit.
8. Do your work with intention to learn and remember.

9. Talk over your difficulties frankly with your teacher; he is always glad to help you in any way he can.

10. Learn to read rapidly but comprehensively.

11. Read periodical literature.

12. Strive to excel. Do not be contented barely to pass. Convince yourself of the true value of doing your best work in each of your studies."

Quality and quantity of study aids.-- The greatest difficulty in preparing study aid material is to phrase it in words which will be attractive to the pupils. No matter how well the handbook treats this subject, there must always be a follow-up from the classroom teachers. A definite school policy should be formed in relation to the home work of the students and its connection with the published study aids.

Without question, the treatment afforded the subject by the Shortridge Blue Book is the most complete, and therefore affords the greatest opportunity for continued efforts by the faculty members. The fact that it is in outline form leaves them sufficient opportunity to amplify its statements. The amount of space to be devoted to the subject must be controlled by the remainder of the material to be contained in the handbook. The final size of the book will condition the amount of space available for study suggestions.

Clubs

The extracurricular life of the school.-- Student

1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the study and the objectives of the research. It also provides a brief overview of the methodology used in the study.

2. The second part of the report is a detailed description of the methodology used in the study. It discusses the data collection methods, the sample size, and the statistical analysis techniques used. It also provides a brief overview of the results of the study.

3. The third part of the report is a discussion of the results of the study. It discusses the findings of the study and their implications for the field of study. It also provides a brief overview of the conclusions of the study.

4. The fourth part of the report is a conclusion. It summarizes the findings of the study and provides a final statement on the importance of the study.

extracurricular activity is illustrated by a description of the clubs in the school. For this reason, the school handbooks are usually excellent indicators of extracurricular activity. All of the handbooks contain, at least, a list of the clubs in the school, as well as a description of the other extracurricular activities. There are some handbooks which devote little space to the clubs, and others which devote much space to this item.

The varying amount of space devoted to clubs.-- The handbook How Our School Wheels Turn of the John Hay High School, Cleveland, Ohio, devotes three pages to clubs of which there are a total of six. It should be mentioned however, that there are one or two other clubs in the school which are placed under different headings. The Pupils' Handbook, East High School, Sioux City, Iowa, gives approximately sixteen pages to the club life of the school. It has the complete constitution of its honor society, write-ups on nineteen other clubs (which usually include a short history of the club and its purposes), and concludes with the rules which regulate the origin, development, and life of any club in the school. Thirty-two clubs are listed in the Students' Manual of the White Plains, (New York), High School. The material is handled with extreme brevity. An introductory paragraph gives the necessary rules for club organization, and this is followed by a

simple list of the clubs which do exist, together with the faculty adviser of each, and its place of meeting. There is little or no attempt to describe the purposes, duties, or requirements of the clubs. Space devoted to clubs reaches a peak in The 'M' Book published by the J. Sterling Morton High School of Chicago, Illinois. Here may be found a list of fifty-three different extra-curricular activities (not including athletic activities) described briefly as regards the purposes and membership requirements of each one.

The form as well as quantity varies.-- The above notations will give a suggestion of the extent of extra-curricular activity as described in the school handbooks. One other factor is also to be considered. What form shall the club write-ups take? Each book varies as might be reasonably expected.

Illustrative write-ups of clubs.-- The following is a typical sample from The 'M' Book.^{1/}

"The DEMOSTHENIANS. This organization instructs students interested in oratory. Activity includes extemporaneous speaking, speech writing, and preparation for contests in and out of school."

The Rock Island Senior High School (Illinois) Crimson and Gold handles the club write-ups in the following manner:

1/ J. Sterling Morton High School, Chicago, Illinois.

The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the American Telephone and Telegraph Company, for the year ending December 31, 1910. The names are given in alphabetical order of the surnames.

ALFRED C. BROWN, Chairman of the Finance Committee.
JOHN D. CUNNINGHAM, Chairman of the General Management Committee.
WILLIAM H. HARRIS, Chairman of the Engineering Committee.
EDWARD J. KELLY, Chairman of the Sales and Marketing Committee.

JOHN L. LADD, Chairman of the Legal Committee.
JOHN M. LEE, Chairman of the Labor Relations Committee.
JOHN N. MASON, Chairman of the Public Relations Committee.
JOHN O. PIERCE, Chairman of the Research and Development Committee.
JOHN Q. RICHARDS, Chairman of the Safety Committee.
JOHN R. SMITH, Chairman of the Training and Education Committee.

JOHN S. TAYLOR, Chairman of the Audit Committee.
JOHN T. WALKER, Chairman of the Information Systems Committee.

The names of the persons who have been appointed to the various committees of the Board of Directors of the American Telephone and Telegraph Company, for the year ending December 31, 1910, are given in alphabetical order of the surnames.

JOHN V. WALKER, Chairman of the Information Systems Committee.
JOHN W. WALKER, Chairman of the Information Systems Committee.
JOHN X. WALKER, Chairman of the Information Systems Committee.
JOHN Y. WALKER, Chairman of the Information Systems Committee.

"Camera Club"

"The purpose of Rock Island Senior High School Camera Club is to enable those interested in photography to obtain training, attain proficiency, and achieve superiority in the various branches of the subject. The first year of membership is spent in acquiring the fundamentals of the science and art of photography. A thorough training is offered with experience in composing pictures, exposing and developing the negative, and producing a contact or enlarged print. Tinting, trick photography, and slide making are also experienced.

"Besides being an informative club, it is a service organization for the school. The club has complete photographic equipment, including special cameras, enlargers, printers, synchronizers, etc., which its members use in preparing the pictures for the Watch Tower Annual."

Marblehead (Massachusetts) High School handbook gives as brief a write-up to each club as is, perhaps, possible.

"French Club"

"Under the direction of Miss Ruth E. Lancy this club plans programs which will improve the speaking knowledge of the pupils."

A totally different method is evidenced by the following selection from the Winchester (Massachusetts) Handbook, and it may be noted that it typifies the style of many of the write-ups.

"Science Club"

"Attention fellow students--mad or sane--the chance of a lifetime to prove your theories! The Science Club, a well-established institution, welcomes all you scions of science....

"The club year 1939-40 included interesting lectures and experiments regarding electricity, aviation, photography, rubber production, transmission of sound, and other subjects as well as an entertaining trip to a leather factory."

The Haverhill (Massachusetts) High School Handbook has a standard form for all club write-ups. One selection will show the pertinent ideas.

"Model Club"

"Purpose: To help model builders by exchange of information and by providing opportunities for work and instruction.

Officers: President, Vice-President, Secretary, Treasurer.

Meetings: Fridays after school.

Requirements: To have built one model.

Dues: Five cents per meeting."

A matter of individual importance.-- The preceding examples will give a good cross-section of the manner in which club material is handled. It is a matter of personal and local taste, of course. It involves the question whether one club should, for some reason, receive greater emphasis than another. However, after perusing the various handbooks, the writer has reached the conclusion that the standard form, which gives all the needed information in a concise manner is the fairest and the clearest way to present the clubs to the pupils, leaving it to them to make what choice they desire.

The standard form.-- There should be a standard form for the write-ups of the organizations. There are certain important facts necessary in each instance. They are as follows: 1. the name of the club; 2. the purpose of the club; 3. the requirements for membership in the club; 4. the dues, if any, of the club; 5. the time and the number of

The following is a list of the names of the persons who have been

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meetings of the club, if these are regularly held. The officers of each club, may, or may not, be included, if so, they should be referred to by title, and never by personal name. Names of persons should be omitted from the handbook when possible. This procedure eliminates errors due to changes during the school year.

Student Government

Anyone interested in a study of the various forms of student government could very well utilize the handbooks as a source of information. All of those schools which have such organizations give rather complete descriptions of them in the books.

Different methods to describe student government.--
The Blue and Gray Handbook, Pierre S. DuPont High School, Wilmington, Delaware, and the Ardmore Junior High School Handbook of Ardmore, Pennsylvania, may both be examined as typical of the books which give the complete constitution of their respective organizations. The following illustration is taken from The Blue and Gray Handbook.

"CONSTITUTION"

"Article I.--Name

The name of this organization shall be the Student Council of the Pierre S. DuPont High School.

"Article II.--Purpose

The purpose of this organization shall be to participate with the faculty and administration of the school in promoting unity of school spirit, pupil support of pupil activities, and to serve the school and its pupils in every possible way.

"Article III.--Authority

The Student Council shall have the authority to discuss and decide questions concerning the interest, activities, and welfare of the student body, in so far as the Principal, through the power vested in him by the Board of Public Education, shall delegate to them his responsibilities. For the above reason, final approval of any or all measures must rest with the Principal of the school.

"Article IV.--Membership

Section 1. Membership in this organization shall be of three classes: active, advisory, and honorary.

A. Active Membership

- a. The active membership of this organization shall consist of one pupil from each home room. That room, however, to which the president belongs shall send a second representative.
- b. A nominee for representative must have an average of "B" the preceding term, and must have passing grades at the time of his election or appointment. Acceptable scholarship is necessary to remain in office. A pupil receiving one "E" is automatically dropped. A pupil not a senior receiving one "E" may remain in the council subject to the decision of the committee. Should he be dropped, the room which he represents shall elect another member to the Council. No pupil is eligible whose character record is not satisfactory to home room teachers, sponsors, and deans.
- c. The election in each home room shall be by ballot, and a majority of the votes cast shall be necessary for election.
- d. Members shall be elected for one semester. They may be re-elected but may not serve for more than two consecutive terms.
- e. Members shall be required to take an oath of office before the student body which they represent.
- f. The duty of members shall be to present to the Student Council any questions or problems raised by the home room, to consider and decide questions which belong under the jurisdiction of the Council, and to report to the home room such decisions and deliberations. They shall serve on any committees to which they are appointed.

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- g. The resignation of a member must be approved by the president and faculty advisor of the home room, and by the executive committee of the Student Council before becoming effective.
 - h. All vacancies shall be filled by special election in the home rooms where such vacancies occur.
 - i. Members elected to fill unexpired terms shall take the oath of office before the Student Council in regular session.
- B. Advisory members shall consist of the faculty sponsor or sponsors and the administrative staff of the school. These members shall act in an advisory capacity and shall have no right to hold office nor to vote.
- C. Honorary membership may be conferred by vote of the Council upon anyone whose association with the school and Student Council is deemed valuable.

"Article V.--Officers

Section 1. The officers of the Student Council shall consist of president, vice-president, secretary and treasurer.

Section 2. The Executive Committee shall consist of sponsors, officers and chairmen of standing committees.

Section 3. The president and vice-president shall be members of the 12A class. Two nominations for each of these offices shall be made by vote of the class during the 12B term. Nominees for these offices shall have had an average of "C" or better in major subjects during their 12B term.

Section 4. The secretary and treasurer shall be elected from among the active membership of the Student Council.

Section 5. A majority of all votes cast shall be necessary for election. If a majority is not secured in the first ballot, the second ballot shall be taken upon the two candidates receiving the largest number of votes in the first ballot.

Section 6. Vacancies in office shall be filled by vote of the Student Council at any regular or special meeting.

"Article VI.--Meetings

Section 1. The semi-annual meeting shall be held within two weeks of the end of each term.

Section 2. Regular meetings shall be held each week during the school year.

Section 3. Special meetings may be called by the president, a sponsor, or any ten members, but no business shall be transacted except that for which the meeting was called.

Section 4. The Executive Committee shall be called by the president or a sponsor whenever the needs of the organization make such a meeting advisable.

"Article VII.--Quorum

Section 1. A majority of the active membership of the Student Council shall constitute a quorum at any regular or special meeting of the organization.

Section 2. Two-thirds of the membership of the Executive Committee shall constitute a quorum.

"Article VIII.--Amendments

Section 1. This constitution may be amended at any regular meeting by a two-thirds vote of members present, provided that the proposed amendment has been submitted in writing at a previous regular meeting.

Section 2. By-laws may be adopted, amended or repealed at any regular meeting by a majority vote of members present, provided that the changes proposed have been submitted in writing at a previous regular meeting."

The East High Enlightener, Aurora, Illinois, is representative of different treatment. This book merely gives a brief summary of the organization within its school. It does not give the complete constitution nor the definite powers of the group.

"STUDENT GOVERNMENT"

Student Council

"The Student Council was founded in 1917. It was organized during the war for the purpose of selling thrift stamps and conducting various war activities. Later it developed into the present system.

"The Student Council of East High School is composed of one representative and one alternate elected from each section during the second week of each semester, together with certain ex-officio leaders of students activities.

"The function of the Student Council is to take such legislative and executive action as will enable the student body to co-operate effectively with the

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faculty in carrying out school policies. This organization meets every second and fourth Tuesday during the sixth period, and special sessions may be called by the president in case of important business.

"The adviser of the council is the dean of girls. The rules of eligibility, except the eighth semester ruling, are the same as those of the state athletic association. Students filling the following offices are ex-officio members of the council:

1. President of the East High Athletic Association.
2. Editor and Manager of the Speculum.
3. Editor of the Auroran.
4. Captains of all athletic teams.
5. President of the senior and junior classes.
6. Presidents of all recognized student clubs."

A rather unusual treatment of the situation is found in the Handbook, Upper Darby High School, Upper Darby, Pennsylvania. It takes the form of a history of the student government organization in the school. First, there is a brief description of the selection of its members. This is followed by the history of its accomplishments during its existence.

"STUDENT GOVERNMENT"

"A set of regulations for the control of the lunchroom, locker rooms, and hallways was prepared by a committee of students representing the five classes in the year 1923. These regulations were revised in 1927, in 1928, 1930, and again in 1938. Two organizations were originally provided to carry these regulations into effect: the Board of Monitors or the enforcement department, and the Tribunal or judicial department.

I. The Student Council

"In 1930, a body of students representing all phases of school life was organized for the purpose of acting as a legislative or advisory agency in matters affecting the interests of students and the welfare of the school. This organization was the Student Council and its membership was originally limited to fifteen students as follows:

The President of the Senior Class.

The Editor of the Acorn.

The President of the Tribunal.

A member of the Board of Monitors selected by that organization.

A representative of the Athletic Council.

Two members, one boy and one girl, from each of the three classes.

A representative of the Boys' Hi-Y Club.

A representative of the Girls' Hi-Y Club.

Two members selected at large by the Principal.

"Since 1930 the Student Council was gradually increased by granting to the outstanding school clubs the privilege of sending a representative to its meetings. These clubs were, in order:

(a) The Steinmetz Scientific Society.

(b) The Dramus Club.

(c) Post-Graduates.

(d) The Choral Club.

(e) The Upi-Dah.

(f) The Commerce Club

(g) The Oak.

(h) The World Affairs Forum.

(i) The Pleiades.

"In 1935 the constitution was amended so that the six representatives from the three classes would be elected for a semester only, with privilege of reelection for the second semester.

"In 1939 Council discussed the advisability of changing its membership from a small group of school leaders to the homeroom-representation plan, which provided for a representative from each of the 52 homerooms. This was tried during the second semester of the year 1939-1940. Although this group had considerable difficulty in crystallizing opinion and reaching decisions, it did keep the school well-informed concerning the activities of Council.

"For the first semester of the current year we shall experiment with a large Council consisting of the homeroom presidents and those composing the original Council. Meetings will be held in the Library each Thursday morning at 8:20. Any teacher or student, wishing to speak before Council on an issue, to present a problem for discussion, or to observe Council in action, is welcomed to these meetings.

"The chief accomplishments of the Student Council during the past ten years are as follows:

(a) The revision and more effective enforcement of the Student Code, including traffic in the halls, lunchroom and locker conditions, automobile parking, automobile traffic about the building, etc.

(b) In granting charters to the various clubs of the school and developing a schedule of meetings that would avoid conflicts...."

The solution.-- The ideal description of student government would be the statement of the constitution of the organization together with its history and its accomplishments. This, however, would occupy a great deal of space, and the ordinary high school would not be able to afford this development. The Handbook of the Upper Darby High School consists of 208 pages, which is far beyond the financial abilities of most of our schools.

In consideration of expense, the writer believes that the best solution is the reproduction of the group's constitution. Such treatment covers the situation completely since the constitution should definitely state the aims, membership, and powers of the student council.

The Extracurricular Point System

Justification of the point system.-- This study is not being made to justify the existence in any school of the activity point system. The following opening paragraphs may be of benefit to some persons. From the viewpoint of the handbook itself, such explanations would be useful to the pupils and the parents, as an explanation of

the rules and regulations laid down by the point system. The values placed upon certain activities by the school itself may serve as a guide to the pupil before he undertakes some activity in the school. The main consideration for any system, however elaborate or simple, is that it should be clear, precise, and not open to question on the total advantage available to any student.

The following passage is from the Maroon and Black, Peoria, Illinois:

"Point Value of Service"

"The establishment of a point valuation for services rendered in high school organizations of any extra-curricular activities has many values. First, it gives one who is rendering the service a better appreciation of its importance; second, it gives a definite unit for permanently recording on the student's record card; third, it enables the advisors to more easily guide the student in his selection of extra-curricular activities; fourth, it enables the deans to control opportunities for leadership rather than to rely on that which has already developed; fifth, it causes more students to seek opportunities for leadership and service."

This second explanation is from North High School Handbook, Des Moines, Iowa.

"EXTRA-CURRICULAR ACTIVITIES"

"It is the aim of North High to give such a varied program of extra-curricular activities that each student in the school may have an opportunity to feel himself a part of the school. The Activities committee wishes to have every student in North High in some activity, but to protect the over-ambitious student from endangering health and scholarship by participation in too many activities. If you secure an application card from the home room teacher, fill it out, and file it with the sponsor of the activity in which you desire membership."

Suggested examples of point system.-- Each high school works out its own, individual point system in so far as the details are concerned. It is not fair to criticize one in regard to the other without investigating the local conditions more thoroughly than the study of the handbooks permits. The details will vary for each individual school. For this reason, the writer suggests that those who wish to inspect the various point systems more closely and to compare their details may do so by reviewing the handbooks of the following schools:

1. Peoria High School, Peoria, Illinois.
2. North High School, Des Moines, Iowa.
3. Roosevelt High School, Des Moines, Iowa.
4. High School, Atlantic City, New Jersey.
5. Senior High School, Fargo, North Dakota.
6. San Marino High School, South Pasadena, California.
7. Senior High School, Santa Ana, California.
8. Columbia High School, South Orange and Maplewood, New Jersey.

An example of the point system.-- The following quotation is taken from the Maroon and Black of Peoria High School, Peoria, Illinois.

"Activities"

1. No pupil may carry service exceeding a value of 100 points during any semester.
2. No pupil who accepted a position with a

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CONTENTS

THE FIRST SETTLEMENTS IN AMERICA

CHAPTER I.

THE FIRST SETTLEMENTS

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THE FIRST SETTLEMENTS IN AMERICA

point rating and has filled his position for one month shall resign this position to accept another during the semester to avoid the limitations of 100 points.

3. A student must have passed three subjects in the previous semester and have passing grades in three subjects in the previous month.

ACTIVITY POINTS

Organizations

1. Student Council
 - A. President-----100
 1. He may as a special privilege belong to two clubs.
 - B. Vice President----- 60
 - C. Members----- 50
2. Senior Class
 - A. President----- 50
 - B. Vice President----- 20
 - C. Secretary----- 20
 - D. Treasurer----- 20
3. Junior Class
 - A. President----- 50
 - B. Vice President----- 20
 - C. Secretary----- 20
 - D. Treasurer----- 20
4. Sophomore Class
 - A. President----- 20
 - B. Vice President----- 10
 - C. Secretary----- 10
 - D. Treasurer----- 10
5. Freshman Class
 - A. President----- 20
 - B. Vice President----- 10
 - C. Secretary----- 10
 - D. Treasurer----- 10
6. Organizations--two meetings a month
 - A. President----- 20
 - B. Vice President----- 15
 - C. Secretary----- 10
 - D. Treasurer----- 10
 - E. Chairman of Standing Committee 10
 - F. Members--no person shall be given any points for being a member of any club, unless he attends more than two clubs. If so, he shall be given 15 points for every additional club more than two of which he is a member. This applies to all clubs, whether they meet once or twice a month.

The first part of the report deals with the general situation of the country and the progress of the work. It is followed by a detailed account of the work done during the year, and a summary of the results. The report is divided into two main parts, the first of which deals with the general situation and the second with the work done during the year.

1. General situation of the country	2. Progress of the work
3. Detailed account of the work done during the year	4. Summary of the results
5. Detailed account of the work done during the year	6. Summary of the results
7. Detailed account of the work done during the year	8. Summary of the results
9. Detailed account of the work done during the year	10. Summary of the results
11. Detailed account of the work done during the year	12. Summary of the results
13. Detailed account of the work done during the year	14. Summary of the results
15. Detailed account of the work done during the year	16. Summary of the results
17. Detailed account of the work done during the year	18. Summary of the results
19. Detailed account of the work done during the year	20. Summary of the results
21. Detailed account of the work done during the year	22. Summary of the results
23. Detailed account of the work done during the year	24. Summary of the results
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27. Detailed account of the work done during the year	28. Summary of the results
29. Detailed account of the work done during the year	30. Summary of the results
31. Detailed account of the work done during the year	32. Summary of the results
33. Detailed account of the work done during the year	34. Summary of the results
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41. Detailed account of the work done during the year	42. Summary of the results
43. Detailed account of the work done during the year	44. Summary of the results
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95. Detailed account of the work done during the year	96. Summary of the results
97. Detailed account of the work done during the year	98. Summary of the results
99. Detailed account of the work done during the year	100. Summary of the results

The second part of the report deals with the work done during the year. It is divided into two main parts, the first of which deals with the general situation and the second with the work done during the year. The report is divided into two main parts, the first of which deals with the general situation and the second with the work done during the year.

7. Organizations--one meeting per month
- A. President----- 15
 - B. Vice President----- 10
 - C. Secretary----- 5
 - D. Treasurer----- 5
 - E. Chairman of Standing Committee- 5
 - F. Members--Same rule as applies to members of organization meeting twice a month.
8. Homeroom Group
- A. President----- 10
 - B. Vice President----- 5
 - C. Secretary----- 5
 - D. Treasurer (banker)----- 10
- **Honorary organizations of the school, Hi-Y, and Tri-S, shall be given no points.
9. Jusendra
- A. President----- 20
 - B. Vice President----- 10
 - C. Secretary----- 10
 - D. Treasurer----- 15
10. School Bankers----- 40
- Productions
1. Afternoon
- A. One act----- 15
 - B. Two act----- 20
 - C. Three act----- 25
 - D. Chorus----- 10
2. Evening
- A. One act----- 20
 - B. Two act----- 30
 - C. Three act----- 35
 - D. Chorus----- 10
- Publications
1. Opinion
- A. Editor----- 80
 - B. Assistant Editor----- 40
 - C. Business Manager----- 60
 - D. Assistant Business Manager----- 30
 - E. Advertising Manager----- 50
 - F. Assistant Advertising Manager-- 30
 - G. Circulation Manager----- 20
 - H. Mailing Editor----- 25
 - I. Editor and Columnist----- 15

If a student is enrolled either printing or journalism, Opinion service is for credit and he shall not be charged with the points as listed above.

1. The first thing I did was to go to the bank and get some money out of my account. I had to wait for an hour before I could get the money. I was very annoyed because I had to wait so long. I had to wait for an hour before I could get the money. I was very annoyed because I had to wait so long.

2. I then went to the post office and sent a letter to my mother. I had to wait for an hour before I could get the letter. I was very annoyed because I had to wait so long. I had to wait for an hour before I could get the letter. I was very annoyed because I had to wait so long.

3. I then went to the library and borrowed some books. I had to wait for an hour before I could get the books. I was very annoyed because I had to wait so long. I had to wait for an hour before I could get the books. I was very annoyed because I had to wait so long.

4. I then went to the cinema and saw a film. I had to wait for an hour before I could get the film. I was very annoyed because I had to wait so long. I had to wait for an hour before I could get the film. I was very annoyed because I had to wait so long.

5. I then went to the park and played some games. I had to wait for an hour before I could get the games. I was very annoyed because I had to wait so long. I had to wait for an hour before I could get the games. I was very annoyed because I had to wait so long.

6. I then went to the shop and bought some food. I had to wait for an hour before I could get the food. I was very annoyed because I had to wait so long. I had to wait for an hour before I could get the food. I was very annoyed because I had to wait so long.

2. Crest	
A. Editor-----	75
B. Assistant Editor-----	40
C. Business Manager-----	60
D. Assistant Business Manager-----	35
E. Feature Editors-----	30
F. Assistant Feature Editors-----	20

3. Tide	
A. Editor-in-chief-----	35
B. Other Editors-----	25

4. Any Club Publication	
A. Editor-----	15
B. Assistants-----	10

Student Body Guard

1. Magistrate (made an ex-officio member by council-----	50
2. Pretorian-----	35
3. Captains-----	30
4. Prefects-----	20

Athletics

1. Major Sports	
A. Football	
B. Basketball	
C. Baseball	
D. Track	

A student may enter as many major sports as the coach wishes him to enter. Total amount of points for one or more major sports----- 75

2. Minor Sports	
A. Swimming	
B. Cross Country	
C. Tennis	
D. Golf	

A student may enter as many minor sports as the coach wishes him to enter. The total amount of points for one or more minor sports----- 30

A student may enter any major and minor sport during any one semester. Total amount of points to be----- 75

3. Managers	
A. Senior-----	50
B. Junior-----	40
C. Sophomore-----	30
D. Freshman-----	20

4. Cheerleaders	
A. Head-----	75
B. Members-----	60

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100

Stage Crew	
A. Head-----	75
B. Members-----	60
Book Exchange	
A. Manager (non-council)-----	35
Manager (council)-----	0
B. Assistant Manager (non-council)	20
Assistant Manager (council)----	0"

School Citizenship and Pupil Cooperation

Contributions toward cooperation and school pride.--

One of the important functions of the high school handbook is to foster school citizenship. The handbook is more than the written record of the school rules for the pupils' convenience. The handbook is more than the statement, in detail, of the program of studies for the administration's convenience. With few exceptions the handbooks contain the school's songs and cheers. Usually the schedule of the football team is printed. The school's history, its traditions, and the facts about student participation in the school's life are all integral parts of any school handbook, and they all contribute to that larger entity which is called School Spirit.

Creeds used by some schools.-- The High School of Colorado Springs, Colorado, has a twenty-page pamphlet published by its student council which takes the place of the customary handbook. This is arranged so that it may be placed in a notebook. Among the items which it includes for the building of school citizenship are; Standards for

1. The first part of the paper is devoted to a general discussion of the problem.	1
2. In the second part we consider the case of a homogeneous medium.	2
3. The third part is devoted to the case of an inhomogeneous medium.	3
4. The fourth part is devoted to the case of a medium with a periodic structure.	4
5. The fifth part is devoted to the case of a medium with a random structure.	5

1. General discussion of the problem

The problem of the propagation of waves in a medium with a periodic structure is a classical problem of physics. It has been studied for many years and has many applications in engineering and physics. In this paper we consider the problem of the propagation of waves in a medium with a periodic structure. We first consider the case of a homogeneous medium and then the case of an inhomogeneous medium. We then consider the case of a medium with a periodic structure and finally the case of a medium with a random structure.

In the first part of the paper we consider the case of a homogeneous medium. We assume that the medium is isotropic and homogeneous. We consider the propagation of waves in such a medium. We first consider the case of a plane wave and then the case of a spherical wave. We then consider the case of a wave packet. We then consider the case of a wave in a medium with a periodic structure. We first consider the case of a wave in a medium with a periodic structure and then the case of a wave in a medium with a random structure.

In the second part of the paper we consider the case of an inhomogeneous medium. We assume that the medium is isotropic and inhomogeneous. We consider the propagation of waves in such a medium. We first consider the case of a plane wave and then the case of a spherical wave. We then consider the case of a wave packet. We then consider the case of a wave in a medium with a periodic structure. We first consider the case of a wave in a medium with a periodic structure and then the case of a wave in a medium with a random structure.

In the third part of the paper we consider the case of a medium with a periodic structure. We assume that the medium is isotropic and has a periodic structure. We consider the propagation of waves in such a medium. We first consider the case of a plane wave and then the case of a spherical wave. We then consider the case of a wave packet. We then consider the case of a wave in a medium with a periodic structure. We first consider the case of a wave in a medium with a periodic structure and then the case of a wave in a medium with a random structure.

In the fourth part of the paper we consider the case of a medium with a random structure. We assume that the medium is isotropic and has a random structure. We consider the propagation of waves in such a medium. We first consider the case of a plane wave and then the case of a spherical wave. We then consider the case of a wave packet. We then consider the case of a wave in a medium with a periodic structure. We first consider the case of a wave in a medium with a periodic structure and then the case of a wave in a medium with a random structure.

Student Cooperation, The American Creed, and the Terror^{1/}
Creed.

Educational objectives as a motivating force.-- The handbook of the Annapolis (Maryland) High School, utilizes other methods. Unique among handbooks, it has the picture of a large crab on the back cover of its book, which is the symbol of the school. It also includes the statements of its administration about Our Philosophy of Secondary Education and Objectives of this School which are couched in terms suitable for the understanding of the pupils. It stresses the development of a realistic attitude upon the part of its pupils toward school life, and in this manner attempts to increase the good spirit of the school.

School codes.-- Some of the high schools have developed school 'codes' as an incentive to the building of pride in the school. The following quotations show the different types of codes which may be constructed for this purpose.

The first is a partial quotation from the Handbook of Classical High School, Worcester, Massachusetts.

"The Classical High School Code of Honor."

I. Resolved by the Student Council, That the following are major offenses against the school:

1. Receiving from, or giving to, another person help during an examination.

1/ School nickname

2. Bringing to an examination, without permission, and with the intention to use, material bearing on the subject of the exam....

II. Resolved, That the Council recommends to the principal that the repeated commission by the same pupil of any of the above offences be punished by summary disciplinary measures.

III. Resolved, That the following actions should be discouraged:

1. Acting in a manner reflecting on the school at any school affairs.

2. Copying or allowing to be copied material for daily work of compositions.

3. Using translations or interlinears for the preparation of daily class work....

The second example is taken from the Red and Gray Student Handbook, published by the Student Council of Northwestern High School, Detroit, Michigan.

"In order to be a worthy member of the Northwestern High School, I Pledge:

Mobility of motive and purpose.

Observance of the courtesies essential to citizenship.

Respect for law and order, and for my parents and teachers.

Thoroughness in all the work I do.

Happiness in the opportunities and companionship offered.

Willingness to cooperate in every good endeavor.

Eagerness for useful knowledge for growth of personality and spirit.

Support of the finest principles of good sportsmanship.

Tolerance toward new ideas.

Expression of loyalty to my home state and country.

Reverence for God and for the rights of my fellowmen.

Neatness and simplicity of taste in manner and dress."

School spirit as the subject.-- The Roosevelt Handbook, Theodore Roosevelt High School, Des Moines, Iowa, has the following passage:

"The Spirit of Roosevelt High School"

"School spirit is that intangible something which causes an atmosphere of happiness to surround us so that our work is done without friction and all our various activities are unified. It is a happiness compounded of love, loyalty, and service....

Consciously or unconsciously, each one is adding to the happiness of the school when he pulls for the good of all, when he demonstrates the truth, that there is no real cooperation without sacrifice....

School spirit grows by our striving to understand our surroundings, to know and to love the people whom we meet in the halls and in the classrooms; by our refraining from criticism unless we can make it constructive; and by our unified support of every good project."

Discipline

General school conduct.-- All school handbooks studied, with one exception (Lewiston High School, Maine), contained the rules of the school. In the majority of cases these were arranged in alphabetical order rather than in order of importance or emphasis. The customary administrative rules were included, and it was usual to find some general statement regarding the conduct of the pupils. The following quotations of this type of statement will show the various methods of expressing the idea.

In The Pilot, published by the Evanston Township High School, Evanston, Illinois, is the following paragraph.

"Laws are made to curb the activities of a very

few individuals who are unwilling to recognize the rights and privileges of their associates. One of the aims of education is to develop a consciousness of these rights and privileges, and a courteous consideration for these with whom we live and work. Our school has very few formal rules of conduct for the reason that custom and tradition have established high standards of behavior by which the individual is guided. Since objectionable conduct of a small group may be interpreted as characteristic conduct of the whole school you are expected to conduct yourselves always as a representative of the school."

The Handbook of the Tucson Senior High School, Tucson, Arizona handles the situation in a similar, yet a more definite manner.

"For the most part problems of discipline are confined to minor violations of good conduct, which are handled in a manner to suit each individual case. However, there are some violations that are very serious, for which immediate suspension and probable expulsion are possible. The following fall into this category:

Forgery: Forgery includes the signing of any person's name (student, teacher or parent) without the knowledge and consent of the person. The individual profiting by such fake signatures as well as the person actually signing the name will be judged guilty of the offense.

Thefts: Thefts are of all degrees, and each offense will be punished according to the seriousness of the act.

Explosives: Due to the danger involved to both persons and property, any student starting a fire or using any explosives either in the school building or on school property is subject to immediate suspension, and may also be subject to prosecution under the city laws.

Destruction of school property: Any wilful destruction of school property or any destruction caused by unnecessary roughness makes the individual liable for repair or payment of any damages plus any other punishment deemed advisable under the circumstances.

Conduct: There may be other violations of good conduct, which offenses by necessity will be dealt with according to the nature of the offense."

Decorum is the title given to a series of five items which deals with conduct in the Student's Manual of Fargo Senior High School, Fargo, North Dakota.

"1. Good behavior on the part of students is an accepted traditional fact.

2. Home room teachers will assist in problems of schools adjustment.

3. Serious infractions of reasonable school regulations will be dealt with by conferences with advisors, deans, and parents.

4. The students council may also have some cases of students maladjustment referred to it by the principal.

5. It is well to remember that honorable action is at all times the most certain road to the attainment of success and the development of necessary self-respect."

Courtesy

Courtesy by subterfuge.-- Courtesy is one of the ideals which are taught in the schools. For this reason, perhaps, most of the courtesy education in the handbooks is done by an indirect method. Sometimes it is spirit, traditions, or good citizenship; yet it is always there.

Methods of emphasis.-- Some of the handbooks seem to have been a little more clever than others in the methods they have chosen to present this side of the school and community life. The following selections have been chosen to illustrate the various subtle and direct means of treating this subject.

CHAPTER IV

THE first thing I noticed when I stepped out of the car was the cold. It was a sharp contrast to the warm blanket of the car's interior. I shivered slightly, pulling my coat closer. The air was crisp and clear, a welcome change from the stuffy atmosphere of the city. I took a deep breath, savoring the freshness. The sun was shining brightly, casting long shadows on the pavement. I walked briskly, my mind racing with thoughts of the day ahead. The city was bustling with life, the sounds of traffic and the chatter of people filling the air. I felt a sense of purpose, a determination to make the most of this opportunity. The journey was not without its challenges, but I was determined to overcome them. I had come here for a reason, and I was not about to let anything stand in my way. The road ahead was long and winding, but I was confident that I would reach my destination. The journey was a test of my resolve, a chance to prove to myself that I was capable of achieving my goals. I was not just a dreamer; I was a doer. I was someone who could turn my dreams into reality. The journey was a journey of discovery, a journey of growth. I was learning so much about myself and the world around me. I was becoming a stronger person, a more resilient person. I was becoming someone who could face whatever came my way. The journey was a journey of hope, a journey of faith. I was believing in myself, in my dreams, in my future. I was believing that I could make a difference, that I could change the world. The journey was a journey of love, a journey of compassion. I was learning to love myself, to love others, to love life. I was learning to be kind, to be gentle, to be patient. I was learning to be a better person, a better citizen. The journey was a journey of joy, a journey of happiness. I was finding joy in the simple things, in the beauty of nature, in the warmth of human connection. I was finding happiness in the pursuit of my dreams, in the achievement of my goals. The journey was a journey of meaning, a journey of purpose. I was finding meaning in my life, in my work, in my relationships. I was finding purpose in the challenges I faced, in the obstacles I overcame. The journey was a journey of transformation, a journey of renewal. I was becoming a new person, a better person, a more complete person. I was becoming someone who was truly alive, someone who was truly happy. The journey was a journey of triumph, a journey of victory. I was overcoming all my fears, all my doubts, all my doubts. I was achieving everything I had set out to do. I was proving to myself that I was capable of greatness. The journey was a journey of love, a journey of hope, a journey of faith, a journey of joy, a journey of meaning, a journey of transformation, a journey of triumph. I was living my life to the fullest, I was making the most of every moment. I was becoming the person I had always dreamed of being. The journey was a journey of love, a journey of hope, a journey of faith, a journey of joy, a journey of meaning, a journey of transformation, a journey of triumph. I was living my life to the fullest, I was making the most of every moment. I was becoming the person I had always dreamed of being.

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From the Terrace Traditions, Nott Terrace High School, Schenectady, New York, the following direct passages were selected.

"Foreword.

Courtesy is a thing, you know
That was not practised long ago
Though Greeks used it to some degree
And Knights were known for chivalry.
But now at times we do forget
Always to practise etiquette
So in this book we strive to show
The little things you ought to know."....
"Confucius say: 'Boy run in hall, girl get

hurt"....

"You boys have a responsibility. From the moment you call for a girl till you unlock her front door in the wee hours you should treat her as a precious package even though she may be the greatest tomboy on the block. Open doors for her, allow her to precede you, and if you are walking remember the outside. The only excuse you have for taking her arm is to save her from dire misfortune."

From the Student Handbook, Santa Fe High School, Santa Fe, New Mexico, the following idea is taken.

"Around the Patio.

1. Decide definitely to have a successful three years at Santa Fe High School.
2. Remember that corridors are narrow. Sliding, running, and pushing might cause accidents.
3. The rooms and corridors have been redecorated: take care of them.
4. Keep in mind that Santa Fe High has a courteous regard for all Santa Fe schools. The spirit of friendliness demands that our cheering sections actively support our city neighbors when they are playing out-of-city opponents. Make no exception to this procedure."....

The Student Handbook of the San Marino High School, South Pasadena, California has a selection entitled Traditions. Under that title are numerous items, one of

which reads as follows:

"For many years SPHS has had one of the most beautiful lawns of any campus in the nation. It is an object of wonder and beauty to every visitor who came to SPHS. It is the realization of this fact by all the students that prompts them to take pride in this invaluable asset and to preserve the lawn by not trespassing on its emerald borders."

The William Penn High School, Harrisburg, Pennsylvania, in its handbook handles the subject under the title Penn Pointers. One of the several statements in that section which will illustrate its purpose is, "Every girl and boy is accepted as a lady and gentleman until proved otherwise". Another statement is, "Remember that a bad reputation is hard to live down."

The above illustrations should serve to bring out the fact that there are many ways to handle the question of etiquette in the school. Undoubtedly, some high schools will emphasize this subject more than others in the handbooks because it is their only and their best medium of expression. Some schools utilize extracurricular activities in such a way as to cut handbook expression to a minimum. Other schools may handle the matter in their school publications, and thus place less emphasis on the matter in the school handbook. Whatever the method of particular schools, the handbooks point out several solutions to the problem and show that it is far from being a dormant factor in the life of the schools.

Faculty list

Completeness of the list of teachers.-- More than half of the school handbooks have a list of the faculty members. This list is usually printed as an integral part of the book and placed among the first pages. There are various methods of listing the faculty. Some of the books have the list with the teachers' room numbers added. Other books have the list of names with the colleges and the degrees awarded to the men and women at those colleges. Still other handbooks have the names of the teachers, the subjects taught, and their room numbers.

Influenced by the printing conditions.-- The method of printing the faculty list rests upon several variables which should be considered when the book is printed. First, the time that the book is edited and delivered to the printer affects the accuracy of the list. If this is done during the summer months when the administration knows accurately the names of the faculty for the following year, their names can be made an integral part of the publication. If the book is printed within the school, or in the trade school during the winter preceding its issue, it is doubtful if the administration can be sure of the names of the complete faculty. Changes are likely to occur at any time in the spring or summer due to marriage, retirement, or shift in positions.

Summer printing.-- If the book is printed during the summer, the faculty list should be made an integral part of the handbook, provided this book is to be re-edited each year. If it is not to be printed annually but is developed with the idea of permanence, some provision must be made for probable changes in the faculty.

School shop as printer.-- In the second instance, when the book is printed during the winter by the Trade School, or within the school itself, the following solution is the best. The list of the faculty, together with the room number and subject taught by each teacher, is printed on a separate sheet which may be folded and placed in an envelope on the inside back cover of the handbook. Regular library pockets may be purchased for this purpose. This separate list may be printed commercially during the summer under the direction of the administration of the school at such a time as the details of the school staff are definitely determined. The following figure (4) shows the method used in the Haverhill (Massachusetts) High School.

Essentials of the listing.-- The essentials of such a list are the name of the instructor, his room number, and the subject which he teaches. There is no particular need to include the colleges which he has attended nor the degrees which he has earned. This latter idea seems to be



Figure 4. Faculty list insert from the handbook
of Haverhill High School (Massachusetts)

a hold over from the college catalogue. In such a publication it may be fitting to publish the degrees since the college is a competing institution which develops its prestige and its standing in the nation by means of the erudition of its faculty. The school does not justify its existence to the community upon the basis of the learning of its staff, and for this reason the facts of the teacher's education are only important to the board of education which is concerned.

Program of Studies

Complete or brief statements.-- Many of the handbooks contain the complete program of studies for the high school. In such case the handbook is used for the selection of the school work by the pupil. Other schools have only a brief summary of the program of studies in the handbook, and in this instance it is probable that the school prints or supplies in another manner a complete program of studies to the pupils. The solution depends entirely upon the local conditions and the choice of the school administration. From the viewpoint of the student either method permits him to choose his work effectively, but it is hardly necessary for the pupil to have the program of studies before him at all times. For this reason it is logical that the program of studies be outlined in

the handbooks rather than to be described in complete detail.

A fair sample of those handbooks which include a complete program of studies may be found in the following:

Handbook, Erasmus Hall High School, Brooklyn, New York.

How Our School Wheels Turn, John Hay High School, Cleveland, Ohio.

Student's Handbook, Danville High School, Danville, Illinois.

To counterbalance this method of treating the program of studies, the following give a summary rather than the complete description of the program of studies.

Handbook, Kearny High School, Kearny, New Jersey.

Guide for New Students, B.M.C. Durfee High School, Fall River, Massachusetts.

Lower Merion Senior High School, Ardmore, Pennsylvania.

The following partial quotation from the Danville (Illinois) handbook will give the reader an indication of its complete treatment of the subject.

"SOCIAL SCIENCE DEPARTMENT

Elementary Economics

Required Course - Freshmen

This first semester course might well be called Occupations. It stresses the aim of making a living.

The Students' Handbook is used in the course in order to aid the student in becoming more quickly adjusted to his new school environment.

the first of these is the fact that the system is not yet fully developed, and the second is the fact that the system is not yet fully developed.

The second of these is the fact that the system is not yet fully developed, and the third is the fact that the system is not yet fully developed.

The third of these is the fact that the system is not yet fully developed, and the fourth is the fact that the system is not yet fully developed.

The fourth of these is the fact that the system is not yet fully developed, and the fifth is the fact that the system is not yet fully developed.

The fifth of these is the fact that the system is not yet fully developed, and the sixth is the fact that the system is not yet fully developed.

The sixth of these is the fact that the system is not yet fully developed, and the seventh is the fact that the system is not yet fully developed.

Such topics as: (1) the individual; (2) work, and ways to secure it; (3) further training; (4) hobbies; and (5) outlooks for the future, are discussed.

It is in this course that the four-year schedule is made which is the orderly arrangement of one's subjects according to graduation requirements for the four years in high school.

Community Civics

Required Course - Freshmen

Community civics follows elementary economics and is a required course. This subject takes up the problems in our every-day community life, develops the privileges and duties of citizenship and explains the organization and government of this land in which we live.

Ancient History

Ancient History is a course for Sophomores who do not elect World History. The general aims are; (1) to acquaint the students with the history of civilization; (2) to serve as the foundation for the study of languages, literature, music, art and other histories.

Ancient History covers prehistoric times, Greek and Roman history, the Dark and Middle Ages, and the rise of our Modern World.

Modern History (European History)

Juniors and Seniors

Modern History is a one year subject; credit is given for a single semester. It is open to Juniors and Seniors who have taken from the early modern period down to the present time. The course offers a splendid background for the study of American History or for any University course in history. It also enables one to understand the present European and Asiatic conditions.

World History

World History is open to all students (except Freshmen) who have not taken Ancient or Modern History. Since a knowledge of events of the past is necessary for a clear understanding of the problems of modern life, it is desirable that no student fail to study the past during some part of his high school course. World History is a one year course and takes a broad survey of world progress from the earliest period to the present time.

American History Juniors and Seniors

American History is a required subject open to both Juniors and Seniors. By broad reading, which is a part of an advanced course, the student develops his knowledge of the historical background acquired in grade school American History. The aims of the course are to develop an understanding of the principles of our democracy and to increase our appreciation of our country.

Civics Juniors and Seniors

Civics, a one-semester course in the field of social science, is very closely related to events of current interest. It is a subject that primarily deals with the political or governmental problems of the local community, the state, the nation, and also the problems of international interest. It is a study of the things government is actually doing from day to day, the way it does them, and the important role the individual citizen must play in order to develop American democracy to the fullest extent. This course is open to students of junior and senior standing.

Economics Juniors and Seniors

Economics attempts to give a realistic picture of economic life. Rapid and far-reaching changes are constantly taking place in the business world. As new methods and problems of production, distribution, consumption and exchange arise, it is important that their significance be interpreted. Economics, therefore, endeavors to assist individuals in securing adequate knowledge of the principles involved so as to understand the forces that determine our economic welfare. It is a one-semester course in the field of social science which is open to juniors and seniors.

Psychology Seniors

A knowledge of psychology is becoming more and more essential in modern business and the professions. With this idea in mind, a course in practical psychology is offered to those students interested in business or the professions. It is open to seniors and one credit will be given for the semester's work. This credit will not apply to any major or minor, nor will it be acceptable for college entrance. The credit will apply, however, toward graduation.

Sociology Seniors

The course in sociology is designed to acquaint the student with the major social problems which confront us. Emphasis is placed upon the need for adequate group control and on good citizenship. It is offered to seniors, and one credit will be allowed for the semester's work. The credit may be applied to a social science major or minor."....

The Ardmore Pennsylvania handbook gives a summary of the program of studies as is shown by the following partial quotation.

"COLLEGE PREPARATORY CURRICULUM

Notes: In this curriculum only major subjects count toward promotion and graduation, since only these subjects are accepted by the average college. Minor, unprepared subjects, listed in detail under the General Curriculum, may be carried as extras.

Since the requirements for entering college vary widely, it is strongly urged that pupils select their college during the Sophomore Year.

One year of a foreign language is not accepted. Three units of Senior High School language is required for our College Preparatory diploma. Best Engineering colleges require 3 units of a foreign language or 2 units of each of two languages.

Good students may add unprepared subjects without the idea of college admission credit.

SOPHOMORE YEAR

Required:

- English II
- Plane Geometry
- A Foreign Language
- French II
- German II
- Latin II
- Spanish I
- Physical Education

Electives:

- A Second Foreign Language
- Biology
- Modern History

COMMERCIAL CURRICULUM

SOPHOMORE YEAR

Required:

English II
 Physical Education
 Electives
 Biology
 Bookkeeping I
 Foreign Language
 French, German, Latin, Spanish
 Modern History
 Plane Geometry
 Art
 Free Hand or Mechanical Drawing
 Public Speaking
 Home Economics
 Cooking, Sewing
 Music
 Band, Orchestra, Choir, Chorus, Harmony,
 Music Appreciation
 Shop Work
 Auto Mechanic, Woodwork, Machine,
 Printing"....

Rock Island, (Illinois) High School uses a chart to
 describe its program of studies as in the following
 example.

"THE SENIOR HIGH SCHOOL PROGRAM OF STUDIES					
Depart- ment	Semes- ter	Junior High School	Tenth Grade	Eleventh Grade	Twelfth Grade
English	1	English 9A	English 10A	English 11A Journal- ism A	English 12A (r) English 12A (n)
	2	English 9B	English 10B	English 11B	English 12B (r) English 12B (n)
Speech	1		Speech 10A Debate	Speech 11A Debate	Debate
	2		Speech 10B Extemp	Speech 11B Extemp	
Social Studies	1	Social Science	History 10A	Ameri- can History 11A	Extemp Civics Advanced Sociol- ogy*

* Courses marked (*) will be offered only when at least
 twenty enroll.

Department	Semester	Junior High School	Tenth Grade	Eleventh Grade	Twelfth Grade
	2	Social Science	History 10B	Commer- Geog- raphy Sociol- ogy Sociol- ogy American History 11B Commer- cial Geog- raphy	Econom- ics Advanced Sociol- ogy
Foreign Lang- uages	1	Latin 9A	Latin 10A Spanish 10A French 10A German 10A	Latin 11A French 11A German 11A Spanish 11A	Latin 12A* French 12A* French (4 Year) German 12A*
	2	Latin 9B	Latin 10B Spanish 10B French 10B German 10B	Latin 11B French 11B German 11B Spanish 11B	Latin 12B* French 12B* French (4 year) German 12A*
	1	Algebra 9A	Algebra 9A* Geometry 10A	Algebra 11A (Fall Semester	Trigo- nome- try
	2	Algebra 9B	Algebra 9B Geometry 10B	Geometry 11B (Spring Semester	Algebra 12B*
Science	1	General Science 9A	Biology 10A	Chemistry	Physics Senior Science

Courses marked () will be offered only when at least twenty enroll.

Date	Description	Debit	Credit	Balance	Total
1890					
Jan 1	Balance forward			100.00	100.00
Jan 10	Wages	50.00		50.00	150.00
Jan 20	Wages	50.00		0.00	200.00
Jan 30	Wages	50.00		50.00	250.00
Feb 1	Wages	50.00		0.00	300.00
Feb 10	Wages	50.00		50.00	350.00
Feb 20	Wages	50.00		0.00	400.00
Feb 30	Wages	50.00		50.00	450.00
Mar 1	Wages	50.00		0.00	500.00
Mar 10	Wages	50.00		50.00	550.00
Mar 20	Wages	50.00		0.00	600.00
Mar 30	Wages	50.00		50.00	650.00
Apr 1	Wages	50.00		0.00	700.00
Apr 10	Wages	50.00		50.00	750.00
Apr 20	Wages	50.00		0.00	800.00
Apr 30	Wages	50.00		50.00	850.00
May 1	Wages	50.00		0.00	900.00
May 10	Wages	50.00		50.00	950.00
May 20	Wages	50.00		0.00	1000.00
May 30	Wages	50.00		50.00	1050.00
Jun 1	Wages	50.00		0.00	1100.00
Jun 10	Wages	50.00		50.00	1150.00
Jun 20	Wages	50.00		0.00	1200.00
Jun 30	Wages	50.00		50.00	1250.00
Jul 1	Wages	50.00		0.00	1300.00
Jul 10	Wages	50.00		50.00	1350.00
Jul 20	Wages	50.00		0.00	1400.00
Jul 30	Wages	50.00		50.00	1450.00
Aug 1	Wages	50.00		0.00	1500.00
Aug 10	Wages	50.00		50.00	1550.00
Aug 20	Wages	50.00		0.00	1600.00
Aug 30	Wages	50.00		50.00	1650.00
Sep 1	Wages	50.00		0.00	1700.00
Sep 10	Wages	50.00		50.00	1750.00
Sep 20	Wages	50.00		0.00	1800.00
Sep 30	Wages	50.00		50.00	1850.00
Oct 1	Wages	50.00		0.00	1900.00
Oct 10	Wages	50.00		50.00	1950.00
Oct 20	Wages	50.00		0.00	2000.00
Oct 30	Wages	50.00		50.00	2050.00
Nov 1	Wages	50.00		0.00	2100.00
Nov 10	Wages	50.00		50.00	2150.00
Nov 20	Wages	50.00		0.00	2200.00
Nov 30	Wages	50.00		50.00	2250.00
Dec 1	Wages	50.00		0.00	2300.00
Dec 10	Wages	50.00		50.00	2350.00
Dec 20	Wages	50.00		0.00	2400.00
Dec 30	Wages	50.00		50.00	2450.00
Total		1500.00		1500.00	

Department	Semester	Junior High School	Tenth Grade	Eleventh Grade	Twelfth Grade
	2	General Science 9B	Biology 10B	Chemistry	Physics Senior Science"....

College Requirements

One method of outlining the college specifications.--

First, a list of those schools to which most of the graduates go or are interested in attending. This list usually contains the location, enrollment, sex, and approximate cost of the college or university. Such a list may be found in the handbook published by Upper Darby High School, Upper Darby, Pennsylvania.

As an illustration of the construction of such a table the following partial quotation is given:

"College and Location	Approximate Enrollment	Type	Approximate Annual Cost
Alfred University, New York	603	Coed	\$700-\$850
Alleghany College, Pennsylvania	622	Coed	\$800-\$1000
Amherst College, Massachusetts	799	Men	\$1000-\$1300
Antioch College, Ohio	624	Coed	\$800-\$850
Barnard College, New York	894	Women	\$1150-\$1400
Boston University, Massachusetts	10,031	Coed	\$750-950"....

This list includes a total of 82 colleges and universities in the Eastern part of the United States.

This chart includes 38 colleges and universities and is in the form of a folded, additional sheet which is pasted onto the inside of the back cover of the handbook.

Third method of stating requirements.-- A general statement is made which tells that the specific information regarding college requirements may be found by writing to the registrar of the college concerned, or in a file of school catalogues possessed by the school. In addition to this, there may be given the requirements, in full, for the university or college to which most of the graduates will go. Such a solution of the problem may be found in the Santa Ana Senior High School Manual, Santa Ana City Schools, Santa Ana, California. Below will be found a selection chosen from this handbook which illustrates the above statements.

"Graduation from high school does not necessarily prepare the student to enter a university. Requirements to enter a university or college differ somewhat with the institution. Because of these variations in entrance requirements, each student expecting to continue his education is urged to ascertain the requirements of the college he expects to attend. Students expecting to attend an eastern college or university should select their course carefully with the aid of the registrar, using the entry requirements of the particular eastern university chosen as a guide."....

"Since preparation for admission to the University of California will fulfill the requirements of all Pacific Coast colleges the California admission requirements are listed for student guidance."

The Manual goes on to list the requirements of the University of California in detail.

In addition to this, the manual has a chart of the requirements for the California schools such as that illustrated before in connection with the Rome Free Academy handbook. This chart includes the requirements of 13 colleges and universities, although an unspecified number of state colleges is grouped as one.

Fourth method of stating requirements.-- A simple method of handling this problem, which is ample when only a small percentage of one's graduates go on to higher schools of learning, is a statement of where to find the necessary information. The following quotation is from the Handbook, Haverhill High School, Haverhill, Massachusetts.

"The college catalogue which contains the entrance requirements may be obtained by writing to the registrar of the college. It is advisable for the pupil to study carefully the admission requirements. In the library of the school there is a large collection of college catalogues. The college advisors, and the principal should be consulted early in the pupil's school career."

Index

Importance of index.-- It is of vital importance to first bring out the fact that many handbooks do not have an index. Of the handbooks examined, 47 out of 83 contained an index. Certain schools attempt to overcome this through the use of a fairly complete table of contents.

and the government will not let us say anything.

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will not let us say anything.

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• I think we should say the government

Location and arrangement of the index.-- Some of the schools have a carefully worked out index placed in a readily accessible position in the back of the book. All the material is arranged in the customary alphabetical manner, and in a neat, orderly fashion. Others have a mediocre arrangement, in that they will list all the clubs under that item rather than alphabetically. In other words they have attempted to combine the qualities of the table of contents, with the manner of the index.

Sources of good indexing.-- There are certain schools which seem to have succeeded better than the others. Among these are: Ames High School, Ames, Iowa; Danville High School, Danville, Illinois; John Hay High School, Cleveland, Ohio; East High School, Aurora, Illinois; Columbia High School, South Orange and Maplewood, New Jersey; Township High School, Evanston, Illinois; and the Newton High School, Newton, Massachusetts. The writer has chosen these as the better examples because of their completeness, and because they are typographically more attractive than others. For example, the small matter of a space to separate the alphabetical divisions of the index adds a great deal to its appearance and to its usefulness.

The following is an extract from the index of the first mentioned handbook, of Ames High School, Ames, Iowa.

"Absence Regulations	13-35-36
"A" Club	58-59

THE UNIVERSITY OF CHICAGO PRESS

1215 EAST 58TH STREET, CHICAGO, ILL. 60637, U.S.A.

AND 100 Brook Hill Drive, West Nyack, New York 10994, U.S.A.

AND 25 Bedford Square, London WC1N 3AU, U.K.

AND 707 Third Avenue, New York, New York 10017, U.S.A.

AND 100 Brook Hill Drive, West Nyack, New York 10994, U.S.A.

AND 25 Bedford Square, London WC1N 3AU, U.K.

AND 707 Third Avenue, New York, New York 10017, U.S.A.

AND 100 Brook Hill Drive, West Nyack, New York 10994, U.S.A.

AND 25 Bedford Square, London WC1N 3AU, U.K.

AND 707 Third Avenue, New York, New York 10017, U.S.A.

AND 100 Brook Hill Drive, West Nyack, New York 10994, U.S.A.

AND 25 Bedford Square, London WC1N 3AU, U.K.

AND 707 Third Avenue, New York, New York 10017, U.S.A.

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AND 25 Bedford Square, London WC1N 3AU, U.K.

AND 707 Third Avenue, New York, New York 10017, U.S.A.

AND 100 Brook Hill Drive, West Nyack, New York 10994, U.S.A.

AND 25 Bedford Square, London WC1N 3AU, U.K.

AND 707 Third Avenue, New York, New York 10017, U.S.A.

AND 100 Brook Hill Drive, West Nyack, New York 10994, U.S.A.

AND 25 Bedford Square, London WC1N 3AU, U.K.

AND 707 Third Avenue, New York, New York 10017, U.S.A.

AND 100 Brook Hill Drive, West Nyack, New York 10994, U.S.A.

AND 25 Bedford Square, London WC1N 3AU, U.K.

AND 707 Third Avenue, New York, New York 10017, U.S.A.

Activities and Awards	43-71
Administrative Members	9
Admits after Absence	13-35-36
Art Club	51
Assembly Committee.	37
Athletic Emblems	64
Athletics	59-67
Attendance in Home Rooms	29
Auditorium Uses	37
Awards Committee	43-49
Band and Orchestra	52-54
Basketball Awards	60-61"....

Another type of index arrangement is illustrated by the following selection from the Orange Book, Newton High School, Newton, Massachusetts.

"Activities	42-105
Schedule of	75-76
Points	114-115
Student ticket	9-10
Admission requirements	35-34
After-school activities	94-95
Alpha Beta	44
Alpha Gamma Tau	44
Alumni Association	45-46
Archery	96
Art	46
Associates, Newton High School	46-107-119
Officers	106
Athletic Requirements	77-78
Athletics, Boys'	77-105-118
Girls'	93-104-118"....

Handbook Covers

Three problems regarding the cover.-- Three problems arise in the consideration of the proper cover for the handbook. First, is it attractive? Second, is it durable? Third, does it provide for a change in design or color in order to distinguish between editions of the book?

Design of the cover.-- Most schools have developed some type of cover design which will be distinctive and individual. This is an aid in the creation of school spirit on the part of the pupils, as well as adding to the handbook's attractiveness. School seals, school symbols, and similar devices may be used. The placement of the title, the style of type to be used, and the arrangement of the cover, may depend upon the printer's resources as well as his ingenuity. All of these things are important to an attractive book. Like all books, an attractive cover makes it more appealing to the students and gives them more pride in their school. Figures 5 and 6 illustrate simple cover designs. Figures 7 and 8 are examples of more elaborate designs.

Durable paper.-- Usually a rather medium grade, embossed paper is used for the cover of the handbook. The paper trade offers many different styles of cover material and a good printer may easily choose several different grades in almost any color scheme for the handbook. The salesmen of the various companies will gladly demonstrate the difference in quality to the committee in charge of the printing. The teachers and pupils of the committee may themselves tear the various samples and otherwise test the strength of the material. It is a simple matter to

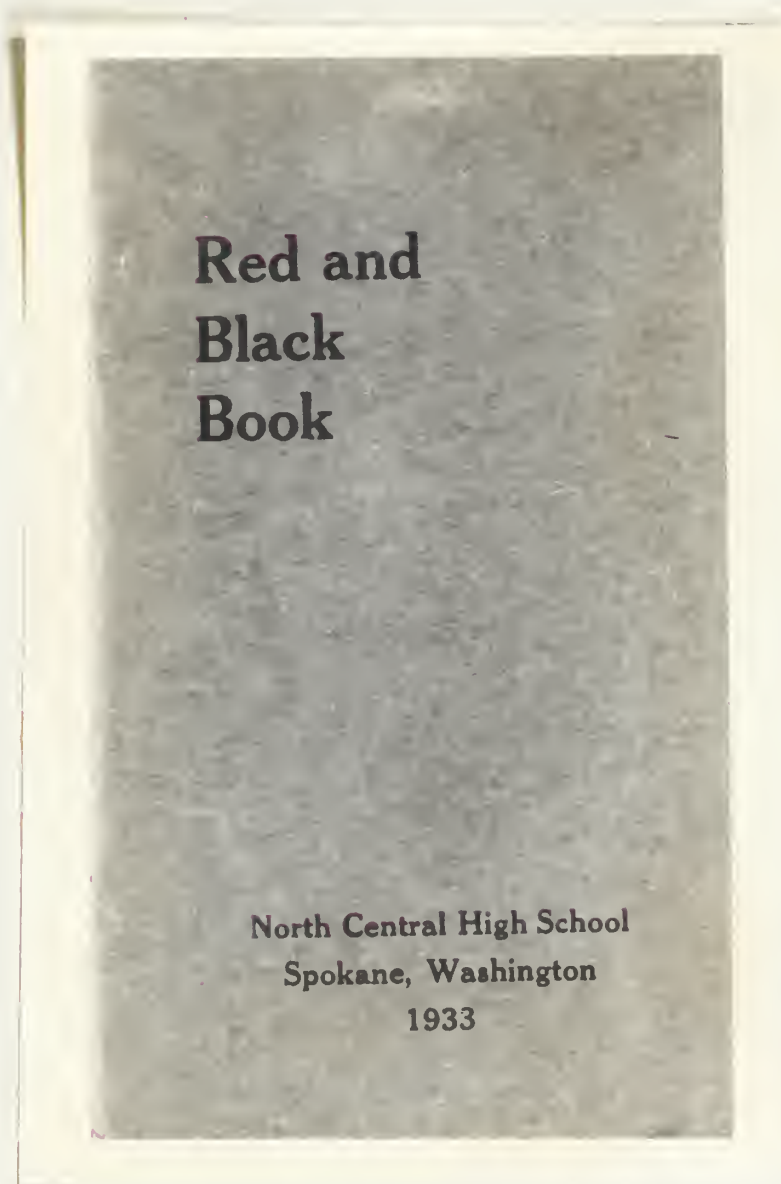


Figure 5. Photostat of cover of Red and Black Book, North Central High School, Spokane, Washington illustrates simple cover design.

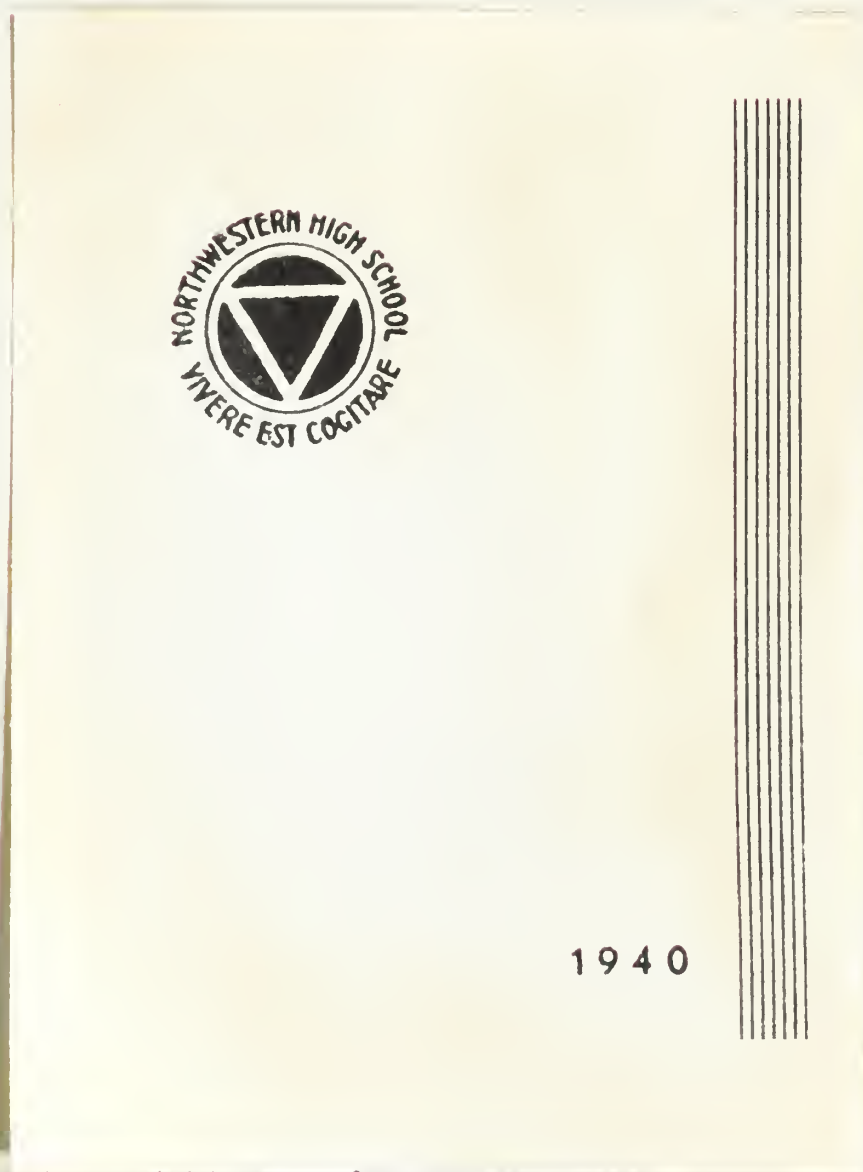


Figure 6. Photostat of cover of the handbook of Northwestern High School, Detroit, Michigan illustrates simple cover design.

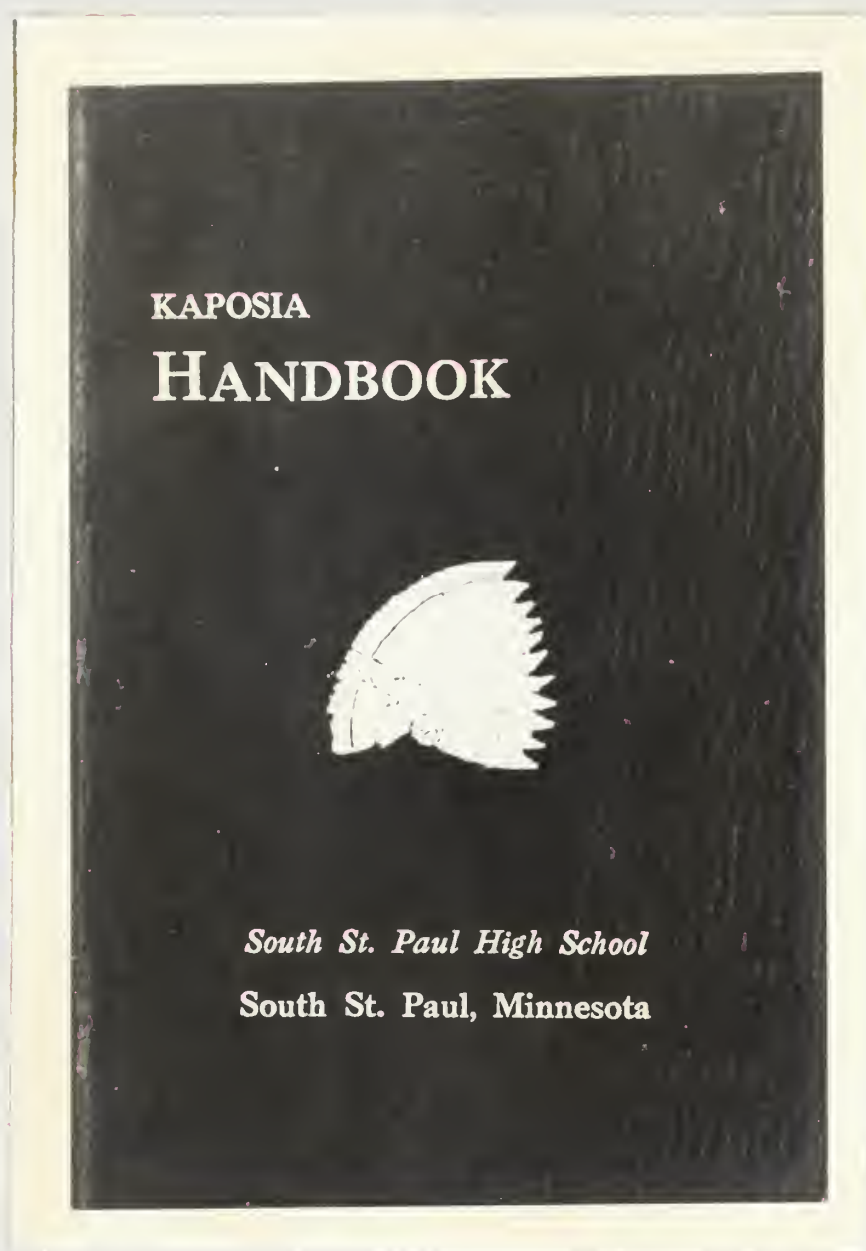


Figure 7. Photostat of cover of Kaposia Handbook, High School, South St. Paul, Minnesota illustrates more elaborate cover design.

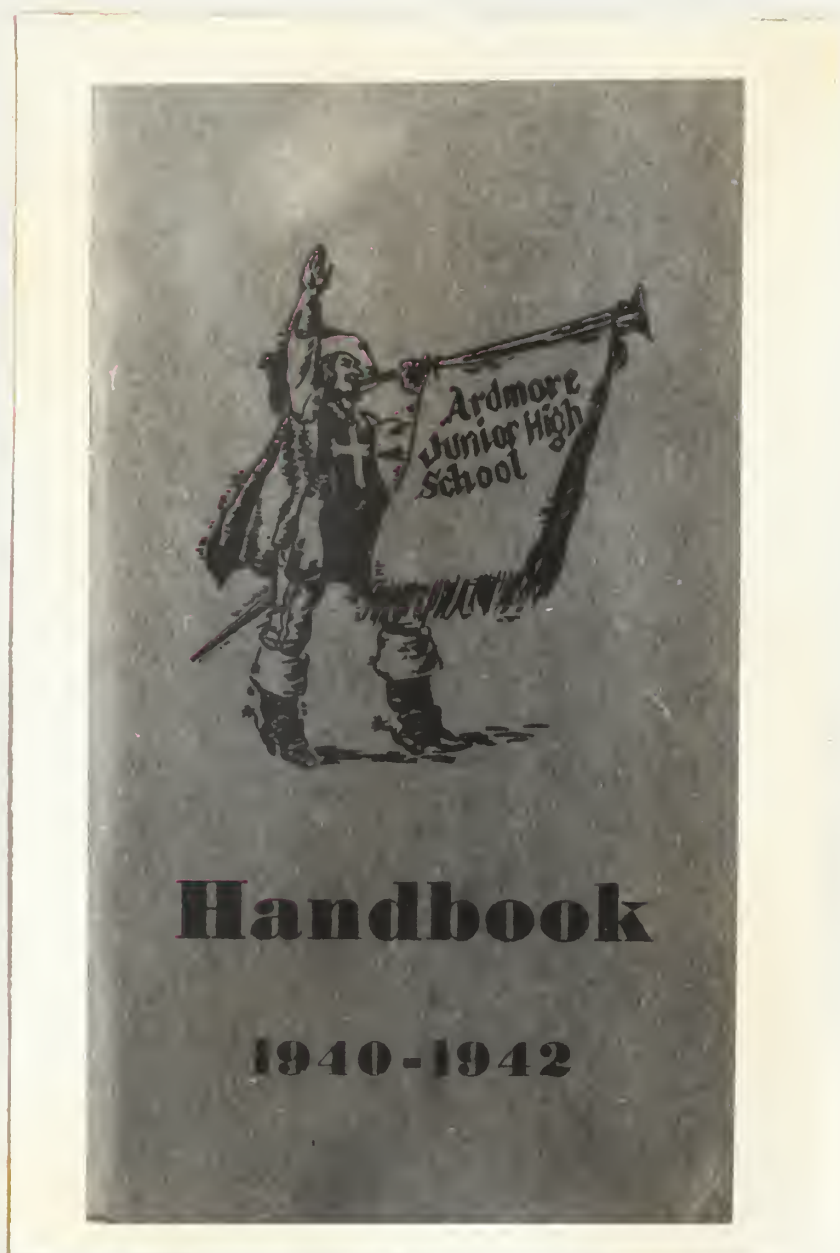


Figure 8. Photostat of cover of Handbook, Ardmore Junior High School, Ardmore, Pennsylvania illustrates more elaborate cover design.

Armore
illustrates

to fold a sample cover to see whether this fold will give the front or back covers a tendency to tear off with use. It is a relatively easy matter to find a material which will wear well and also hold its color. It is well to choose a color which will not easily show the dirt. If the handbook is carried by the pupils to any great extent, (and it is to be hoped that they will do so), a neutral shade which will not show the effects of constant handling is the best.

Change in cover color.-- A slight change in the color of the cover in order to differentiate more easily between editions is a useful device. This would be particularly advantageous when the book is reprinted annually. In any situation where there might be confusion persons like to have books of different colors because this is easier than reading the dates on the book. In some cases where the book does not have the date, such a change would be an absolute necessity unless there had been no change in the book in the new printing.

Attendance Rules

Argument for complete regulations.-- Editors of the handbooks have expressed the various attendance regulations by two principal methods. Some books contain a summary of the rules, and others have the complete regulations. The practice of printing the complete regulations seems

most advantageous. Definite statements concerning all phases of absence leave no doubt in the minds of the pupils concerning their obligations in the matter. The complete statement of the rules permits no excuses on the part of the pupils which are not founded upon legitimate reasons.

Illustrations from four handbooks.--

1) Students' Handbook, Charleston High School, Charleston, South Carolina.

"Absence and Tardiness

Students who have been absent or tardy must report to the office and receive an admission card before going to classes. A written excuse from a student's parent or guardian, giving reason of absence, is necessary before an absence is excused and the student is readmitted. Written excuses are also required for tardiness.

Absence and tardiness very definitely affect a student's class standing, and the school recognizes only personal sickness, bereavement, religious holidays, and quarantine as valid excuses."

2) Handbook, Rock Springs High School, Rock Springs, Wyoming.

"ABSENCES AND TARDIES

Students who have been absent or tardy must report to the Principal's office for admittance slips before returning to class. Admittance slips are of three kinds: yellow for excused absences, blue for unexcused absences and pink for unexcusable absences. A yellow slip permits the student to make up work missed with credit. A blue slip requires the student to make up work missed without full credit. A pink slip prevents students from making up the work missed."

3) Kaposia Handbook, South St. Paul High School,

South St. Paul, Minnesota.

"ATTENDANCE REGULATIONS COMPULSORY ATTENDANCE LAW

The Minnesota State Law provides that every child between eight and sixteen years of age shall attend a public school, or a private school, in each year during the entire time the public schools of the district are in session, unless excused from attendance by the board upon application of his parent or guardian on grounds specified by the laws (Sec. 319, School Laws of 1931).

THINGS TO DO WHEN YOU HAVE BEEN ABSENT

1. Upon returning to school after any absence, the pupil must bring a written statement to the principal's office from his parent or guardian explaining the reason for his absence.

2. Absence excuse slips should be obtained from the principal's office from 8:05 A. M. or 1:05 P. M.

3. This excuse slip must be signed on the date of return by the teacher for each period of the date absent. The slips are collected during the seventh period.

4. If a pupil has a two or three period a week class, such as physical education, chorus, etc., on the day he is absent, the teacher of this class signs the excuse the day the student returns to the class missed.

"REGULATIONS FOR EXCUSES

1. Excused absences will be allowed for illness.

2. All other reasons for absence will not be excused except in very special cases and then only except in cases of emergency when special arrangements for such absence has been made in the office before it occurs and usually after a conference with a parent.

3. If possible, notify the principal's office in advance of your absence.

4. Those pupils who are delayed or kept at home because of the road and weather conditions will be excused according to the merits of each case.

5. The general philosophy back of these regulations is, first, that school comes first in the lives of each of our pupils, and secondly, that successful school work can only be accomplished by regular attendance.

ABSENCE SLIPS

1. For work make up after a "white slip excused

absence", the grade which the work deserves should be given. Study does not have to be made up.

2. For work made up after an "orange unexcused absence", a passing grade only shall be given provided the work done is deserving of such a grade. Time for study periods missed shall be required."

4) Student Handbook, Augusta Tilghman High School, Paducah, Kentucky.

"Absences

At Tilghman the roll is taken during the home room period and the fifth hour class each day. A list of absentees is sent to the office. The office secretary then makes out a complete list of those absent. Copies of this list are sent to each teacher in the school. This enables the teacher to determine whether a student is absent or is cutting his class.

Slips of three different colors are given to students. White slips are given for excused absences or tardiness, and those receiving a yellow slip are not allowed to make up the work missed. A blue slip is given a student who is permitted to leave school before the regular time for dismissal. This permission is granted by the principal. Blue slips are also given as afternoon entrance permit to the student who is absent in the morning only. All these slips should be signed by each teacher from whose class the student ~~was~~ absent. The last period teacher retains the slip.

All excuses must be written by the student's parent or guardian. They must state for what reason the student was absent and exactly when absent."

Fire Drills

Methods of Instruction.-- The following quotations illustrate the three methods of informing the pupils about the fire drills.

1. Handbook, Missoula County High School, Missoula, Montana, illustrates the simplest method of bringing fire drills to the attention of the students.

"Fire Drill

Specific directions as to which exit to use, order of march, etc., will be given to you by each of your class and study hall teachers. The following statements are general rules of conduct that all should follow during a fire drill.

1. At the first signal of the fire-alarm, gather up books, and stand in order by your seat.
2. The second signal, be prepared to move at the direction of your teacher."

2) The Handbook of Central High School, Lansing, Michigan is a fine example of the method which gives complete instructions regarding fire drills for the whole building.

"FIRE DRILL

First Floor

102-104-106-102-A--Exit by northeast doors.
 101-105-107-101-A--Exit by middle doors first floor.
 103--Exit by southeast doors.
 109-131-133--Exit by small door off east and west corridor.
 135-137-139-135-A-B-C--Exit by Seymour Street doors.
 132-134-136-160--Exit by Seymour Street doors.

Second Floor

213-215--Exit by southeast doors.
 217-219-211-218--Exit by main east doors.
 214-216--Exit by northeast doors.
 220--Exit by northeast doors.
 244--Exit by outside gymnasium doors.
 All other rooms in west side--Down stairway and exit by west doors.

Third Floor

321-323-325-327--Down southeast stairway and out southeast doors.
 322-324-326-338--Down northeast stairway and out northeast doors.
 330--Down northwest stairway and out northwest doors.
 329--Down stairway by Auditorium, past 219, to first floor, and out small door of east and west corridor.

300 (Auditorium)

Those in eight rows in south half of room pass

out doors at back of room and down through main east doors, second floor. Those in seven rows in north half of room pass out north side doors of auditorium down stairway and out northwest doors.

All rooms in west side of building--Down stairway to second floor, thence down stairway and out west doors except 351-353--Exit by small door off east and west corridors.

241-243--Exit by small door off east and west corridors."

3) Students' Handbook, East St. Louis Senior High School, East St. Louis, Illinois, gives a complete statement of the specific directions and strongly emphasizes the importance of fire drills.

"Fire Exit Drills

In the interest of safety, fire exit drills are held at frequent intervals.

The signal for a fire exit drill is either the sounding of the fire gong or an intermittent ringing of the regular passing bell.

As soon as the signal sounds the students should line up by two's at the door of the classroom, the girls preceding the boys. The first lines ready should pass. The teachers will lead the lines in all cases with the exception that the teacher whose students are the last to leave any section of the building will check all the classrooms in that section of the building to see that no students remain in the classrooms.

If a student is out of the room with a pass when the signal for a fire exit drill sounds that student should pass with the nearest line.

Students should always use the nearest exit unless instructions to the contrary have been received.

Detailed instructions of procedure to be followed in fire exit drills are given to the teachers. There should, therefore, be posted in each room the route to be taken from that room out of the building.

All students should walk briskly and allow no intervening spaces between couples.

Students should never break into the line from another room; but students from two rooms may pass at the same time on the stairway. When students from two rooms are marching at the same time on the stairway, the students should march four abreast. In all

cases the lines should keep either to the right or to the left on the stairway as assigned. Lines on the right side of the stairway should make short turns; lines on the left side of the stairway should make wide turns.

Students should march four abreast on the sidewalks. This will necessitate the students from each room keeping to their respective side of the walk (both the walk in the school yard and the one along the street).

The first two boys to reach any exit should hold the doors open until the fire exit drill is completed. In case the first two students to reach the exit are girls, they should hold the doors open until the first two boys to reach that exit arrive.

Under no circumstances should students or teachers re-enter the building until the signal for return has sounded."

FINDINGS AND RECOMMENDATIONS

Methods of financing the handbooks.-- The study of

Table 2. Numbers of schools of different size using each of seven different methods of financing the handbook.

Sources of Funds	Enrollment of the schools					Total
	3000- or more	2250- 3000	1500- 2250	750- 1500	750- or fewer	
Advertising	2	1	3	3	2	11
Dances	0	0	7	2	1	10
Plays	1	0	4	2	2	9
		-82-				

Table 2. (concluded)

Sources of Funds	Enrollment of the schools					Total
	3000- or more	2250- 3000	1500- 2250	750- 1500	750- or fewer	
Sale of book	7	4	9	8	1	29
Board of Education	2	1	10	5	3	21
Pupil contributions	1	1	4	3	2	11
Sponsor contributions	1	2	1	3	0	7
Number of schools in group	8	7	24	22	5	66

Argument against the sale of the book.-- The sale of the handbooks to the pupils is open to criticism in a democratic school system. Obviously, a democratic school gives each pupil an equal opportunity to enjoy its educational advantages. This being the case, it is hardly fair to offer a handbook only to those pupils who are able to purchase it. The same argument that is often used in support of free textbooks applies to the handbook. This problem must be decided by each individual school. Handbooks are of unquestioned value for the orientation of pupils. All pupils deserve an equal opportunity to share the advantages of the handbook, and it is the writer's opinion that the book should be presented, free of charge, to all the pupils.

Advantages of pupil contribution.-- Pupils are quick to realize the value of the school's offerings. Since

the content of the better handbook is more than a listing of the school's rules, a valuable handbook will be supported by the majority of the pupils. This is necessary when the board of education will not supply the funds and when the administration wishes to avoid the sale of the book to the pupils.

Some schools budget a certain percentage of the receipts from the activity ticket for the handbook. Other schools raise the necessary funds by means of a dance or a play. Both of these methods are non-compulsory extra-curricular activities which give the contributors a fair return in entertainment value and, at the same time, permit them to support a worthwhile school project.

If the handbook does not seem worthy of the financial support of the pupils, they are not obligated to attend these functions. Such a procedure eliminated any discrimination against those who might find the purchase of the book difficult. Contributions by the pupils to the support of the school project gives them a greater pride in the handbook and in the school.

The principal can arrange the activities in advance of the publication of the book so that the amount of the funds available is known in advance of the printing. The students will appreciate the handbook much more if they are given an opportunity to voluntarily share in its production and its financing.

Advantages and disadvantages of advertising.-- A number of schools (11 of 66) make use of advertising to assist in the financing of the handbook. Local chamber of commerce regulations will limit this action in some communities. Advertising detracts from the dignity of a school publication of this sort. Advertisements interspersed with the policies and the activities of the school decrease the effect on the pupil. However, this method of raising funds for publication may be necessary in certain schools, and as such must be accepted.

Funds raised by other methods.-- A small number of the schools replying listed movies, paid assemblies, and a school store as sources of income. The monies thus received were usually pooled in a common fund. The projects of the school were paid for in this way, with the handbook being but one of several thus financed. Each item is budgeted from this fund for each school year. This method is similar to using the receipts from a play or dance. The smaller schools find it necessary to have several activities to raise the money whereas the larger schools can usually finance the book by one event.

The sponsor as the agent of the school.-- Seven of the 66 schools reported that the handbook was financed by the sponsor. This statement must be qualified to be important. When the sponsor is the general organization or the student

council, this probably means that the book is financed by some form of pupil contribution already mentioned. Other schools report that the book is sponsored by a club within the school. The school may assist the club in the raising of funds, or the club may itself have means of paying for the publication. In those cases where the book is sponsored by the board of education the expense is borne by the city or town.

In any case, a school is fortunate which has clubs or other groups that are willing to support the publication of the school handbook. The most satisfactory sponsorship is that which gives the greatest number of pupils an opportunity to participate in the activity.

Argument for financing by the board of education.--

Those cities which have a board of education realizing the value of a handbook are fortunate to have the book paid for by regular school appropriations. This method eliminates any question of sales to the pupils, and is in harmony with the policy of supplying the pupils with necessary tools for their education. The security given to administrators in regard to the expense is a great advantage. An adequate appropriation for the work may be based upon careful estimates.

The fact that 21 of 66 schools reporting stated that the board of education paid for the handbook indicates

that many communities believe handbooks are essential to educational procedure. Since such a method of financing relieves pressure on the pupils and on the principals, the writer believes that this is the most satisfactory solution to the problem of expense.

Varying conditions affecting the cost of the handbook.--

The size of the book, as determined by the number and dimensions of the pages, and the number of books to be printed at each edition will determine the cost of the book. The quality of material and the number of pictures or other cuts will also affect the cost. These problems must be solved locally. Careful consideration by the staff will lead to an economical solution concerning the size of the book, the quality of paper, and the pictures to be included.

The method of publication will also affect the cost. Only two of the 83 handbooks received were mimeographed; the remainder were printed in the regular manner. Table 3 presents the facts regarding the printing of the school handbooks. It is interesting to note that only four schools print the book in the trade school, and 11 schools report that it was printed in the school print shop. Since the greater number are printed commercially, the handbook staff is confronted with the problem of contracting the work economically. Bids should be issued which contain

Table 3. Number of schools of different size using each of three different methods of printing the handbook.

Methods of printing	Enrollment of the schools					Total
	3000- or more	2250- 3000	1500- 2250	750- 1500	750- or fewer	
Commercial	7	5	19	15	4	50
Within the school	1	1	3	6	0	11
Trade school	0	2	2	0	0	4
Number of schools in group	8	7	24	22	5	66

the necessary specifications for a satisfactory printing job. The best possible work should be secured in order that the book may impress the new pupils favorably.

Distribution of the handbook.-- The number of copies printed at each edition will affect the cost of the book. This, in turn, is affected by the distribution of the handbook. Table 4 indicates the degree of distribution within

Table 4. Number of schools of different size using three different methods of distributing the handbook.

Breadth of distribution	Enrollment of the schools					Total
	3000- or more	2250- 3000	1500- 2250	750- 1500	750- or fewer	
To all pupils	1	4	4	4	1	14
To new pupils	5	2	13	12	3	35
To purchaser	1	5	6	3	0	15
Number of schools in group	8	7	24	22	5	66

the 66 schools returning the check lists. The frequency of printing the handbooks will affect the number of books printed at each edition, and this increases or decreases the per unit cost of production. Table 5 gives a summary of the period of publication of the 66 school handbooks returning the check lists. If the handbook is printed

Table 5. Number of schools of different size using five different intervals for printing the handbook.

Frequency of printing	Enrollment of the schools					Total
	3000- or more	2250- 3000	1500- 2250	750- 1500	750- or fewer	
Annually	3	1	6	6	2	18
Biennially	1	1	4	9	0	15
Every 3 years	2	1	7	1	1	12
Every 4 years	0	0	5	2	1	8
Every 5 years or more	2	0	2	2	1	7
Total number of schools in group	8	7	24	22	5	66

annually, for the entering class only, the cost per copy would be far greater than printing a larger number for distribution to the whole school. This is illustrated in the case of the Haverhill High School (Massachusetts). Three thousand copies of a 64 page handbook were printed in the winter of 1939-40 for a total cost of \$85.00. The book dimensions are 3 1/2 by 6 inches. The work was done

in the trade school printing department. The faculty list was printed during the summer by commercial printers at such time as the staff for the following winter was definitely determined by the school board. The per unit cost of this edition was 2.8 cents. If all the work could have been done in the trade school, that is, if the faculty list could have been printed during the preceding winter, the cost would have been much lower. The cost of the commercial printing of the faculty list was approximately one-fifth of the total cost of the book.

If an annual edition were published of 700 copies the per unit cost would be greater, and only the new pupils could be supplied. The unit cost would be raised if more pictures were included in the handbook. Printing costs when considered on the unit basis are subject to the laws governing all mass-production methods of manufacture. The decision regarding the number of copies and the frequency of publication must be locally solved, but the economics of large-scale printing must be constantly borne in mind.

Lowering the cost of the handbook.-- Various alternatives are possible to lower the cost of the handbook. 1) If possible, the work may be done within the school or in the trade school. 2) A biennial, or less frequent edition of large numbers, will lower the per copy cost and enable the sponsor to spread the expense over a two to five year

period. 3) The elimination of pictures will reduce the cost since cuts are relatively expensive. 4) The reduction of the content of the book to the essentials will reduce the number of pages and thus reduce the cost of paper stock. 5) If an annual edition is desired, arrangements may be made with the printer to preserve the type from year to year so that the cost of setting-up the type (except for minor revisions) may be saved on all subsequent editions. 6) The purchase of stock for the handbook in large quantities will sometimes result in savings. This necessitates a careful study of the conditions in the paper market and should be attempted only after careful consideration. 7) If the job is to be done commercially, the work may be let upon a contract bases. The contracts should be let only after regular bids have been presented by the competing shops, and these bids should be based upon careful specifications.

The school should endeavor to reduce the per copy cost of the handbook by all legitimate means without sacrificing the quality of the product. Careful consideration of the points enumerated above should lead to a satisfactory result.

Essential Items for the Handbook

Final authority on handbook content.-- Every school has an ultimate authority. In most instances, this is the principal of the school. All suggestions for the inclusion

of new material or the change of old material in the handbook should be reviewed by the principal. The better handbook will influence the pupils of the school, and the principal (since he is finally responsible for the school) should influence the handbook.

The check lists for essentials.-- One of the major divisions of the check list requested the recipient to check 31 different items as essential or desirable, yet not essential to a better handbook. The check lists were answered, with the exception of three cases, by the principals of the schools. The complete tabulation of their responses, arranged in descending frequency of the items which they considered essential is given in the following table. A study of this table shows the most important items as considered by the school principals.

Importance of the essentials.-- The content of the handbook is limited by two factors, 1) the size of the book, and 2) the number of items to be included. It is possible to have as large a book as the school can afford to print, yet it may not be desirable. The analysis of the tabulated returns as given in table 6 will show the attitude of principals toward the usefulness of the school handbook. The returns reveal that the emphasis of school handbooks is definitely for pupil use.

Table 6. Number of schools of different size whose administrators checked the essential items for a school handbook.

Items	Enrollment of the 66 schools					Total
	3000- or more	2250- 3000	1500- 2250	750- 1500	750- or fewer	
1. Bell schedule	8	5	17	18	5	54
2. Clubs	7	5	20	19	3	53
3. Important rules	7	4	15	13	4	43
4. Brief program of studies	6	3	13	16	5	43
5. Honors, prizes, awards	6	2	17	11	5	41
6. Brief statement of guidance	6	1	16	14	4	41
7. Scholarships	6	2	13	15	5	41
8. Code of citizenship	6	3	13	14	4	40
9. Courtesy	7	2	14	10	5	38
10. Faculty list	4	3	8	18	3	36
11. Floor plans	6	2	11	13	3	35
12. Brief college requirements	5	3	11	13	3	35
13. Code of sportsmanship	4	2	12	11	5	34
14. History	5	1	11	13	3	33
15. All school rules	5	2	11	10	3	31
16. Study aids	2	2	11	13	1	29
17. Student government constitution	4	1	10	7	4	26
18. School calendar	5	3	5	10	3	26
19. Yearly calendar	5	4	3	6	3	21
20. Program card	1	4	5	8	3	21
21. Use of teachers name with extracurricular activity	2	4	5	6	1	18
22. Reproduction of school permit slips	2	2	7	5	1	17
23. Football schedule	2	2	1	5	2	12
24. Complete college requirements	2	1	3	4	1	11

TABLE 1		TABLE 2	
Year	Population	Year	Population
1960	1,000,000	1960	1,000,000
1961	1,010,000	1961	1,010,000
1962	1,020,000	1962	1,020,000
1963	1,030,000	1963	1,030,000
1964	1,040,000	1964	1,040,000
1965	1,050,000	1965	1,050,000
1966	1,060,000	1966	1,060,000
1967	1,070,000	1967	1,070,000
1968	1,080,000	1968	1,080,000
1969	1,090,000	1969	1,090,000
1970	1,100,000	1970	1,100,000
1971	1,110,000	1971	1,110,000
1972	1,120,000	1972	1,120,000
1973	1,130,000	1973	1,130,000
1974	1,140,000	1974	1,140,000
1975	1,150,000	1975	1,150,000
1976	1,160,000	1976	1,160,000
1977	1,170,000	1977	1,170,000
1978	1,180,000	1978	1,180,000
1979	1,190,000	1979	1,190,000
1980	1,200,000	1980	1,200,000
1981	1,210,000	1981	1,210,000
1982	1,220,000	1982	1,220,000
1983	1,230,000	1983	1,230,000
1984	1,240,000	1984	1,240,000
1985	1,250,000	1985	1,250,000
1986	1,260,000	1986	1,260,000
1987	1,270,000	1987	1,270,000
1988	1,280,000	1988	1,280,000
1989	1,290,000	1989	1,290,000
1990	1,300,000	1990	1,300,000
1991	1,310,000	1991	1,310,000
1992	1,320,000	1992	1,320,000
1993	1,330,000	1993	1,330,000
1994	1,340,000	1994	1,340,000
1995	1,350,000	1995	1,350,000
1996	1,360,000	1996	1,360,000
1997	1,370,000	1997	1,370,000
1998	1,380,000	1998	1,380,000
1999	1,390,000	1999	1,390,000
2000	1,400,000	2000	1,400,000
2001	1,410,000	2001	1,410,000
2002	1,420,000	2002	1,420,000
2003	1,430,000	2003	1,430,000
2004	1,440,000	2004	1,440,000
2005	1,450,000	2005	1,450,000
2006	1,460,000	2006	1,460,000
2007	1,470,000	2007	1,470,000
2008	1,480,000	2008	1,480,000
2009	1,490,000	2009	1,490,000
2010	1,500,000	2010	1,500,000
2011	1,510,000	2011	1,510,000
2012	1,520,000	2012	1,520,000
2013	1,530,000	2013	1,530,000
2014	1,540,000	2014	1,540,000
2015	1,550,000	2015	1,550,000
2016	1,560,000	2016	1,560,000
2017	1,570,000	2017	1,570,000
2018	1,580,000	2018	1,580,000
2019	1,590,000	2019	1,590,000
2020	1,600,000	2020	1,600,000
2021	1,610,000	2021	1,610,000
2022	1,620,000	2022	1,620,000
2023	1,630,000	2023	1,630,000
2024	1,640,000	2024	1,640,000
2025	1,650,000	2025	1,650,000
2026	1,660,000	2026	1,660,000
2027	1,670,000	2027	1,670,000
2028	1,680,000	2028	1,680,000
2029	1,690,000	2029	1,690,000
2030	1,700,000	2030	1,700,000
2031	1,710,000	2031	1,710,000
2032	1,720,000	2032	1,720,000
2033	1,730,000	2033	1,730,000
2034	1,740,000	2034	1,740,000
2035	1,750,000	2035	1,750,000
2036	1,760,000	2036	1,760,000
2037	1,770,000	2037	1,770,000
2038	1,780,000	2038	1,780,000
2039	1,790,000	2039	1,790,000
2040	1,800,000	2040	1,800,000
2041	1,810,000	2041	1,810,000
2042	1,820,000	2042	1,820,000
2043	1,830,000	2043	1,830,000
2044	1,840,000	2044	1,840,000
2045	1,850,000	2045	1,850,000
2046	1,860,000	2046	1,860,000
2047	1,870,000	2047	1,870,000
2048	1,880,000	2048	1,880,000
2049	1,890,000	2049	1,890,000
2050	1,900,000	2050	1,900,000
2051	1,910,000	2051	1,910,000
2052	1,920,000	2052	1,920,000
2053	1,930,000	2053	1,930,000
2054	1,940,000	2054	1,940,000
2055	1,950,000	2055	1,950,000
2056	1,960,000	2056	1,960,000
2057	1,970,000	2057	1,970,000
2058	1,980,000	2058	1,980,000
2059	1,990,000	2059	1,990,000
2060	2,000,000	2060	2,000,000
2061	2,010,000	2061	2,010,000
2062	2,020,000	2062	2,020,000
2063	2,030,000	2063	2,030,000
2064	2,040,000	2064	2,040,000
2065	2,050,000	2065	2,050,000
2066	2,060,000	2066	2,060,000
2067	2,070,000	2067	2,070,000
2068	2,080,000	2068	2,080,000
2069	2,090,000	2069	2,090,000
2070	2,100,000	2070	2,100,000
2071	2,110,000	2071	2,110,000
2072	2,120,000	2072	2,120,000
2073	2,130,000	2073	2,130,000
2074	2,140,000	2074	2,140,000
2075	2,150,000	2075	2,150,000
2076	2,160,000	2076	2,160,000
2077	2,170,000	2077	2,170,000
2078	2,180,000	2078	2,180,000
2079	2,190,000	2079	2,190,000
2080	2,200,000	2080	2,200,000
2081	2,210,000	2081	2,210,000
2082	2,220,000	2082	2,220,000
2083	2,230,000	2083	2,230,000
2084	2,240,000	2084	2,240,000
2085	2,250,000	2085	2,250,000
2086	2,260,000	2086	2,260,000
2087	2,270,000	2087	2,270,000
2088	2,280,000	2088	2,280,000
2089	2,290,000	2089	2,290,000
2090	2,300,000	2090	2,300,000
2091	2,310,000	2091	2,310,000
2092	2,320,000	2092	2,320,000
2093	2,330,000	2093	2,330,000
2094	2,340,000	2094	2,340,000
2095	2,350,000	2095	2,350,000
2096	2,360,000	2096	2,360,000
2097	2,370,000	2097	2,370,000
2098	2,380,000	2098	2,380,000
2099	2,390,000	2099	2,390,000
2100	2,400,000	2100	2,400,000

Table 6. (concluded)

Items	Enrollment of the 66 schools					Total
	3000- or more	2250- 3000	1500- 2250	750- 1500	750- or fewer	
25. School expense chart	0	1	4	3	1	9
26. Eliminate teachers names	2	0	4	2	0	11
27. Class constitution	0	0	4	1	2	7
28. Full statement of guidance	1	1	2	2	0	6
29. Memoranda pages	0	0	3	3	0	6
30. Picture of school	0	0	2	2	0	4
31. Picture of principal	0	0	1	0	0	1
Number of schools in each group	8	7	24	22	5	66

Items checked as essential by 21 or more persons.--

Two-thirds of the respondents checked 20 of the items as essential to a better handbook. These items may be divided into three groups, 1) school routine, 2) school citizenship, and 3) extracurricular activities. The following items may be classified under school routine: 1) Bell schedule, 2) important rules, 3) brief statement of the program of studies, 4) brief statement of guidance work, 5) floor plans, 6) school calendar, 7) program card, 8) faculty list, 9) brief statement of college requirements, 10) all rules, and 11) calendar of the year.

School citizenship will claim the following factors:

1) honors, prizes, and awards, 2) scholarships, 3) code of citizenship, 4) courtesy, 5) code of sportsmanship, 6) history of the school, 7) study aids, and 8) constitution of the student government.

Extracurricular activities of the school will claim only one of the items, yet it is placed second on the list. Clubs was checked by 53 of the 66 persons answering and was exceeded only by the bell schedule in importance. Club life within the school will cover most of the extracurricular activity.

It is interesting to note that the 20 factors outlined above are scattered in such a manner as to bring out the fact that the principals believe the handbook should guide the pupil in all phases of school activity. Clubs are definitely voluntary units in the school's life, yet this item was placed second to the fundamental fact of school routine, the bell schedule. Important rules are to be included before all the rules with 12 other items preceding the all-rule item in importance. The development of school citizenship is shown as a secondary purpose of the handbook by the inclusion of eight out of the first 20 items in table 6 as instruments to increase pupil standards of conduct and participation in the life of the school.

Influence of the size of the school.-- The fact is

significant that the results discovered above hold true regardless of the enrollment of the school. The evident tendency is to emphasize school routine and school citizenship in the large as well as the smaller schools. The attractiveness of the handbook to the pupils is increased if the handbook is more than a record of the routine of the school. All pupils will benefit from the development of school pride and school citizenship. The school will profit from the increased pupil support of its efforts if the handbook encourages such a cooperative attitude.

Organization of the Handbook

Need for definite organization of the handbook.-- Any book, regardless of its use or purpose, needs to be carefully welded into a coherent unit. Handbooks should be organized in such a manner as to assist the pupils to unconsciously assimilate the emphasis of the book. Some handbooks show no evidence of the careful selection and location of content. The arrangement of the material is an important factor in its effectiveness. The inspirational character of its write-ups may be completely obscured by careless organization.

The most common form of organization.-- Those handbooks which are most carefully arranged have the following main divisions of content; 1) introduction, 2) school rules,

3) program of studies, 4) pupil organizations and extra-curricular activities, and 5) miscellaneous material.

Detailed organization of the handbook.-- A definite system of organization may be worked out on the basis of the above main divisions. This will differ with the requirements of the individual school. The emphasis which the editor wishes to give to certain items will affect their location in the book. The following outline gives a detailed plan of organization for the handbook.

I. Introduction

A. Title page

1. Title
2. Name of school
3. Address of school
4. Date
5. Sponsor

B. Foreword

C. Handbook Staff

D. Principal's Greeting

E. Picture of the school

F. Faculty list

G. Floor plans of the school

H. History of the school

I. Traditions

II. Organization of the school

- A. Alphabetical list of the school rules
- B. Emphasis of citizenship in regard to conduct

III. Program of studies

- A. Promotion and graduation
- B. Program of studies
- C. Scholarships and prizes
- D. College entrance requirements

IV. Pupil activities

- A. Service organizations
- B. Honor society
- C. Class organization
- D. Clubs (listed alphabetically)
- E. Athletics
 - 1. Teams
 - 2. Regulations
 - 3. Schedules

V. Miscellaneous

- A. Cheers
- B. Songs
- C. Program card facsimile
- D. Index

The important factors of organization.-- Any discussion of organization must consider the individuality of the school. The detailed organization outlined above may not

be the best solution to the problem for all schools. The most important factor influencing organization is coherency. Related material should be grouped in the same main divisions of the book. Content should be removed from its natural group only for purposes of emphasis. The foreword is introductory material, and the index should be placed at the end of the book, as is common to all other publications. The editorial board must consider carefully the location of material to develop a coherent handbook.

It is well to separate each main division of the handbook in some distinct manner. One solution is to use a separate title page for each part of the book. Another solution is to set-off the divisions by means of a larger type. For example, a handbook printed in 10 point type would have the parts entitled in 14 point, bold face type. It is well to begin each new part at the top of a page in this case, since this makes the separation more distinct for the reader.

In general the handbook follows the rules which apply to any book for clarity and unity. The effectiveness of the handbook will be influenced by the care of its organization. Pupils will be influenced by the clarity of its thought and presentation. Scattered items which are in themselves unrelated will confuse the pupil and detract from the effective work of the handbook.

Covers as part of the organization.-- The covers of the handbook are important positions. The outside rear cover may be used as an effective location for the bell schedule or the calendar of the year. The inside of the back cover may be used likewise for either of these items. The back inside cover may also contain extra information, not available at the time of printing, through the use of suitable library envelope pasted there (see figure 4, p. 56).

The inside of the front cover may be used to provide space for the pupil's name, home room, address, and other marks of identification. The inside of the front cover may also be used for a summary index of the most important items in the handbook.

An effective use of the handbook covers is economical and important for emphasis.

Style of Writing

Clarity an essential.-- The handbook demands a simple, clear style of writing. The use of 10 point type will make the book easier to read. The editor should avoid complicated sentences and strive for simple expression.

The school rules should be stated definitely. The material concerning school citizenship and pride in the schools achievements should be carefully edited to avoid confusion. Traditions is a useful caption for citizenship

reminders. Do You Know columns, and Remember lists are attractive methods of handling the less important items of accomplishments and pupil cooperation. Quotations and short poems may be used to vary the writing of better school conduct. Variation in the writing of the material will serve to emphasize the items and make them more attractive to the pupils.

There is danger that too much moralizing may be included in the handbook. Care must be exercised in this regard lest the quantity of material detract from its effectiveness. School codes, a code of sportsmanship, and other items may be included to increase the morale of the school.

A summary of the program of studies is more effective than a complete statement unless the school makes use of the complete program of studies in its routine management. It is recommended that a special mimeographed publication furnish the complete program of studies so that this space may be used for more effective material in the handbook. Club write-ups are equally useful in the standard form (see p. 33) or in an individual form. This is a matter of policy to be determined by the editorial board.

In general, the handbook will reflect the attitude of the school. A sympathetic staff will discover the most effective method of appealing to its own pupils, and the problem is one which must be solved locally.

Size of the Handbook

Convenience the criterion.-- A handbook is as useful as it is convenient to the pupils. Large books are awkward for the pupil to carry, and they are more likely to tear. A study of the different handbooks shows that the most popular size, and the most convenient, is 3 1/2 by 6 inches.^{1/} The next most frequent size is 4 by 6 inches. Either size will fit the pupils' pockets and is therefore more easily carried by them.

The number of pages in the handbook varies with the amount of composition. The smallest of the 83 books studied was six pages in length, and the largest contained 206 pages. The first was of large notebook size, the latter of small size, measuring 2 1/2 by 3 inches. The average book contains 65 pages.^{2/} This matter depends upon local policy. Care should be taken that the clarity and effectiveness of the book is not destroyed by its quantity of material.

The dimensions of the book should be regulated by the ease of its transportation by the pupils. The number of pages will be determined by the amount of content. Finances will affect both of these factors since a handbook

^{1/} H. C. McKown, p. 425

^{2/} loc. cit.

will be limited by the money available for the purpose. The average book is one of 65 pages which measures 3 1/2 by 6 inches.

Memoranda Pages

Memoranda pages not necessary.-- A majority of the handbooks studied had one or two pages at the rear of the book entitled Memoranda. Such a provision is not necessary in this type of publication. Memoranda pages should only be used when necessary because of printing difficulties. This problem may arise because of the necessity for folding the paper to make up the book. The amount of composition may not completely fill out the pages developed from the folding of the stock. If such is the case, it is better to establish the extra pages as memoranda than to fill out the book with unimportant material.

School Citizenship and Pupil Cooperation

Treatment of school citizenship.-- The traditions of a school are peculiar to each high school. The development of material to emphasize school citizenship is a difficult task. Each editorial board must work out its own solution of this problem. Care should be taken that the book is not over-loaded with inspirational articles. Pupil cooperation will be increased by a few effective items more than by many mediocre efforts.

Danger of over-emphasis.-- The greatest problem confronting the handbook staff is the proper amount and correct type of inspirational material. No definite recommendations are satisfactory since the problem is primarily local. Too much emphasis on the matter will detract from the efforts of the editors. Too little material on school citizenship will lower the importance of this factor in the life of the school. The American's Creed, the salute to the flag, and a reproduction of the state seal might well be omitted.

The style of writing of the book may have an undercurrent of school pride which will be effective. Efforts to increase pupil cooperation should be clear and concise. Emphatic statements, few in number, are more effective than many scattered items regarding school citizenship. The more forceful, yet simple, the style, the better is the treatment of the problem. Avoid cluttering the book with material of this nature. Rely upon a few items, well chosen, to achieve a better attitude toward school citizenship.

Opportunity for Pupil-Faculty Cooperation

Benefits of pupil participation.-- The publication of a high-school handbook offers a fine opportunity for pupil cooperation in a school project. Pupils will appreciate a handbook more if they are given a share in development of

the book. Participation in a play, a dance, or a show in an effort to raise funds will increase interest. The committee which gathers the material for the book and edits the copy will have a greater incentive for creative work if the handbook is recognized as an all-school effort.

The reaction of the students to material used in the handbook is a most valuable index to the ultimate usefulness of the publication. Valuable suggestions come from the student committee about changes in contents. An editorial board which has been given the opportunity to examine the handbooks of other schools will endeavor to improve its own publication.

Pupil participation in the development of the handbook is one of the best means of increasing the morale of the school through giving the pupils a share in the guidance of their younger schoolmates. The opportunity to express the student attitude is most appealing to them, and creates a real, vital interest in their school.

Faculty use of the handbook.— Teachers are able to increase the value of the handbook by their attitude toward it. Faculty members should be able to contribute many worthwhile suggestions for a better book. The efforts of the home room and the class room teachers are aided by the handbook, and they, in turn, give the handbook greater power by their support and use of the book.

A share in the development of any handbook material belongs to each faculty member who desires to contribute a suggestion. Much constructive guidance work is done by the efficient home room teacher. He recognizes the handbook as an aid to his efforts and is usually glad of the opportunity to use it. Both teacher and handbook should supplement each other as effective agencies of guidance.

Standards for Judgment of the Handbook

Criteria for use in selecting handbook content.-- The high-school handbook is published for one main purpose. The handbook is a device to assist the pupil in his school environment. The editorial staff of the handbook is most important in the selection of the proper material. The committee should always consider content in the light of the principal purpose of the handbook.

The following questions are designed to be applied to all items of proposed handbook material. The answers to these questions determine the advisability of including any suggested subject in the handbook. The questions are as follows:

1. Does this proposal affect a majority of the pupils?
2. Does this item serve a felt-need of the pupils?
3. Is the material properly phrased?

4. Does the subject influence the pupil cooperation in the school?

5. Is its length in proper proportion to its importance if the editor considers the eventual size of the handbook?

6. Is it a permanent contribution?

7. Will the material require re-editing each year?

8. How will the contribution affect the cost of publication?

Criteria to be considered in examination of the handbooks of other schools.-- Many schools publish handbooks.

A great deal of assistance may be acquired through the examination of the publications of other schools. An editor need not imitate the method of another school in order to receive great benefit. The basic idea used in one handbook may lead to significant editorial improvement in another book.

The following five questions are important devices for determining the value of material contained in other handbooks in relation to an editor's local problem: 1. Does this problem arise in our own school? 2. May we use this item verbatim, or should it be re-written for our own use? 3. Is this item, or series of items, arranged more significantly than in our own publication? 4. Is the phraseology or style of writing in this handbook more effective than in our own book? 5. Can we afford to adopt

the following: (1) the first two terms of the series are equal to zero, (2)

$$a_0 = a_1 = \dots = a_{n-1} = 0,$$

and (3) the first two terms of the series are equal to zero, (4)

the first two terms of the series are equal to zero, (5) the first two terms of the series are equal to zero, (6)

$$a_0 = a_1 = \dots = a_{n-1} = 0,$$

and (7) the first two terms of the series are equal to zero, (8)

the first two terms of the series are equal to zero, (9) the first two terms of the series are equal to zero, (10)

the first two terms of the series are equal to zero, (11) the first two terms of the series are equal to zero, (12)

$$a_0 = a_1 = \dots = a_{n-1} = 0,$$

and (13) the first two terms of the series are equal to zero, (14) the first two terms of the series are equal to zero, (15)

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the first two terms of the series are equal to zero, (22) the first two terms of the series are equal to zero, (23)

the first two terms of the series are equal to zero, (24) the first two terms of the series are equal to zero, (25)

the first two terms of the series are equal to zero, (26) the first two terms of the series are equal to zero, (27)

$$a_0 = a_1 = \dots = a_{n-1} = 0,$$

and (28) the first two terms of the series are equal to zero, (29) the first two terms of the series are equal to zero, (30)

the first two terms of the series are equal to zero, (31) the first two terms of the series are equal to zero, (32)

the first two terms of the series are equal to zero, (33) the first two terms of the series are equal to zero, (34)

the first two terms of the series are equal to zero, (35) the first two terms of the series are equal to zero, (36)

the first two terms of the series are equal to zero, (37) the first two terms of the series are equal to zero, (38)

the first two terms of the series are equal to zero, (39) the first two terms of the series are equal to zero, (40)

the first two terms of the series are equal to zero, (41) the first two terms of the series are equal to zero, (42)

the first two terms of the series are equal to zero, (43) the first two terms of the series are equal to zero, (44)

the first two terms of the series are equal to zero, (45) the first two terms of the series are equal to zero, (46)

the first two terms of the series are equal to zero, (47) the first two terms of the series are equal to zero, (48)

this new idea? i.e. Are pictures too expensive for us? Does this idea necessitate more frequent publication than we can afford?

Criteria for review and checking purposes.— The editorial staff of a school handbook can improve its final efforts by setting up standards of accomplishment. These criteria are useful when the copy is assembled and before the printing is finally begun as a preventative against possible faults in the publication.

Ten items for review criteria:

1. Is the material well organized?
 - a. Is the content coherent?
 - b. Is the content well-balanced?
2. Are all the items necessary?
3. Is the style of writing clear and effective?
4. Is the emphasis upon pupil needs?
5. Does the material appeal to the majority of the pupils?
6. Does the book show evidences of fads or the use of slang in its writing?
7. Is the proof-reading complete and careful?
8. Is the book of convenient size?
9. Will the cover material wear?
10. Is it externally, as well as internally, attractive?

APPENDIX

Form of Card Requesting the Exchange of Handbook

Dear Principal:

Haverhill High School is planning to revise its school handbook this year. We are eager to exchange copies with other schools. Would you care to send us one of yours in return for ours? Please indicate your answer on the self-addressed, detachable, reply card.

Sincerely yours,

J. Jackson George

Haverhill High School
Haverhill, Massachusetts

Please circle the words 'Yes' or 'No' to indicate your answer.

Our school publishes a handbook. Yes No

We are willing to exchange books. Yes No

(Signed) _____

(Position) _____

High School
South Bend,
Indiana

THE UNIVERSITY OF CHICAGO PRESS

CHICAGO, ILL.

THE UNIVERSITY OF CHICAGO PRESS
1207 EAST 58TH STREET
CHICAGO, ILL. 60637
U.S.A. AND CANADA
OTHER COUNTRIES: 100 Brook Hill Drive
New York, N.Y. 10023

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List of Schools Exchanging Handbooks and Returning
Check List

Arizona, Tucson, Tucson High School

Arkansas, Little Rock, High School
" Fort Smith, " "

California, Santa Ana, High School
" South Pasadena, San Marino High School *

Colorado, Colorado Springs, High School

Connecticut, Hartford, Hartford High School

Delaware, New Castle, William Penn High School *
" Wilmington, Pierre S. DuPont High School
" " Wilmington High School

Florida, St. Petersburg, High School

Georgia, Columbus, Jordan High School *

Illinois, Aurora, East High School
" Chicago, Austin High School *
" " J. Sterling Morton High School *
" Danville, High School
" Evanston, Township High School
" East St. Louis, High School
" Peoria, High School
" Rock Island, High School

Indiana, Indianapolis, Shortridge High School

Iowa, Ames, High School *
" Des Moines, Roosevelt High School
" " " North High School *
" Sioux City, East High School

Kansas, Topeka, High School

Kentucky, Paducah, Tilghman High School

Louisiana, Alexandria, Bolton High School

Maine, Lewiston, High School

Maryland, Annapolis, High School *

Massachusetts, Boston, Girls Latin School
" " High School of Commerce

Massachusetts, Brockton, High School
 " Brookline, High School
 " Fall River, B.M.C. Durfee High School
 " Framingham, High School
 " Haverhill, High School
 " Lynn, English High School
 " Marblehead, High School
 " Medford, High School
 " Newton, High School
 " North Quincy, High School
 " Quincy, High School
 " Roxbury, Memorial High School *
 " Saugus, High School
 " Winchester, High School
 " Worcester, Classical High School

Michigan, Detroit, Northwestern High School
 " Lansing, High School

Minnesota, South St. Paul, High School

Missouri, St. Joseph, Benton High School *

Montana, Butte, High School *
 " Missoula, High School

New Mexico, Santa Fe, High School *

New Jersey, Atlantic City, High School
 " Kearny, High School *
 " South Orange and Maplewood, Columbia High School
 " Trenton, High School *

New York, Brooklyn, Erasmus Hall, High School
 " New York, Walton High School
 " Rome, Free Academy *
 " Schenectady, Nott Terrace High School
 " White Plains, High School

North Carolina, Charlotte, Central High School
 " Salisbury, Bayden High School

North Dakota, Fargo, High School *

Ohio, Cleveland, East Technical High School *
 " " John Hay High School
 " " Collinwood High School *

Pennsylvania, Ardmore, Junior High School
" Ardmore, Lower Merion Senior High School
" Harrisburg, William Penn High School
" Swarthmore, High School
" Upper Darby, High School

Rhode Island, Newport, Rogers High School

South Carolina, Charleston, High School

Utah, Brigham, Box Elder High School *
" Salt Lake City, Lincoln High School

Vermont, Montpelier, High School

Washington, Spokane, North Central High School

Wisconsin, Milwaukee, Whitefish Bay High School
" Madison, High School

Wyoming, Rock Springs, High School

Note. Those marked with * did not return the check list

Covering Letter mailed with Check List

"I wish to thank you for your kind cooperation in the exchange of school handbooks.

I am now analyzing the books. The revision committee will make use of the results as a comparative standard for our own handbook. I am sure we will discover many useful suggestions.

There are several items of valuable information which cannot be found in the books themselves. I have developed the enclosed check list as a further aid to our efforts. Will you give me five minutes of your time to check the various items? You will notice almost all the items require only a check mark as an answer. I have provided a self-addressed, stamped envelope for your reply.

Your response to this final request will be greatly appreciated. I have allowed space for any additional statements you may see fit to make. If you wish to receive the summary of the results of this study please indicate in Item V of the check list."

Sincerely yours,

J. Jackson George

Check List Returned by 66 Schools

I. Miscellaneous

1. Name of person making this report _____
Position _____
2. Name of School _____
City and State _____
3. Total enrollment of the school _____
4. Grades _____

II. Finances

Please check the following items which apply to the conditions as they exist in your school.

A. Sources of revenue

- () 1. Advertising
- () 2. Dance
- () 3. Play
- () 4. Sale of handbook
- () 5. School committee appropriation
- () 6. Student contributions
- () 7. Faculty contributions
- () 8. Club sponsorship
- 9. Other sources (please specify)

- () 10. Name of sponsoring organization

B. Please indicate the approximate percentage which **each** source contributes toward expenses.

1. Advertising _____
2. Dance _____
3. Play _____
4. Sale of handbook _____
5. School committee appropriation _____
6. Student contributions _____
7. Faculty contributions _____
8. Club sponsorship _____
9. Other sources _____
Name them _____

THEORY OF THE EARTH AND ITS HISTORY

NAME	DATE	SCORE
1. The Earth is a sphere.		
2. The Earth is composed of different layers.		
3. The Earth is covered by a thin layer of water.		
4. The Earth is surrounded by a layer of air.		
5. The Earth is the center of the universe.		

THEORY OF THE EARTH AND ITS HISTORY

NAME	DATE	SCORE
1. The Earth is a sphere.		
2. The Earth is composed of different layers.		
3. The Earth is covered by a thin layer of water.		
4. The Earth is surrounded by a layer of air.		
5. The Earth is the center of the universe.		
6. The Earth is a sphere.		
7. The Earth is composed of different layers.		
8. The Earth is covered by a thin layer of water.		
9. The Earth is surrounded by a layer of air.		
10. The Earth is the center of the universe.		

THEORY OF THE EARTH AND ITS HISTORY

NAME	DATE	SCORE
1. The Earth is a sphere.		
2. The Earth is composed of different layers.		
3. The Earth is covered by a thin layer of water.		
4. The Earth is surrounded by a layer of air.		
5. The Earth is the center of the universe.		
6. The Earth is a sphere.		
7. The Earth is composed of different layers.		
8. The Earth is covered by a thin layer of water.		
9. The Earth is surrounded by a layer of air.		
10. The Earth is the center of the universe.		

III. Printing and distribution.

Please circle "Yes" or "No" in answer to the questions in the following list, or fill in the spaces with the requisite figures.

1. Is your handbook printed commercially? Yes No
2. Is your handbook printed within the school? Yes No
3. Is your handbook printed by the trade school? Yes No
4. Is your handbook distributed to all students annually? Yes No
5. Is your handbook distributed to the entering class only? Yes No
6. Do you print a new edition each year? Yes No
7. If not, how often do you reprint your book? _____

IV. Organization

Please check the items which you consider to be essential or desirable to a better handbook. You will notice the first column is entitled "Essential", the second column "Desirable, yet not essential".

Essential	Desirable yet not essential	
()	()	1. Program card
()	()	2. Picture of the school
()	()	3. Picture of the principal
()	()	4. School expense chart
()	()	5. Football schedule
()	()	6. Brief summary of the program of studies by grades
()	()	7. Class constitutions
()	()	8. Student government consti- tutions
()	()	9. Reproduction of school "permit" slips, i.e. library, tardiness, dismissal, lavatory
()	()	10. A list of the faculty and their room numbers
()	()	11. All the school rules
()	()	12. More important school rules
()	()	13. Clubs
()	()	14. Scholarships
()	()	15. Brief statement of guidance program
()	()	16. Full statement of guidance program

Essential	Desirable yet not essential	
<u>()</u>	<u>()</u>	17. Memoranda pages
()	()	18. Complete college entrance requirements
()	()	19. Summary of college entrance requirements
()	()	20. A code of school citizenship
()	()	21. A code of good sportsmanship
()	()	22. Use of teachers names in connection with extra-curricular activities
()	()	23. Elimination of teachers names in connection with extra-curricular activities
()	()	24. Bell schedule
()	()	25. Instruction in courtesy, or school etiquette
()	()	26. Floor plans of building
()	()	27. Yearly calendar
()	()	28. School calendar
()	()	29. Study techniques
()	()	30. School history
()	()	31. Honors, prizes, or awards

Other items which should be included (please specify)

V. Report of results:

Please circle "Yes" or "No" in answer to the statement.

I would like a copy of the results of this analysis.
Yes No

ANNOTATED BIBLIOGRAPHY

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_____, Extracurricular Activities, MacMillan Company, New York, 1927, Chapter XXII.
Detailed study of content, common practice, and critical consideration for the editorial staff.

THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS
JANUARY 10, 1900
TO THE PRESIDENT OF THE UNIVERSITY
FROM THE DEAN OF THE FACULTY
SIR:
I have the honor to acknowledge the receipt of your letter of the 7th inst. and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.
Very respectfully,
J. H. COVILLE, Dean of the Faculty

BOSTON UNIVERSITY



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ACCOPRESS BINDER

NO. BG 250-P7

Made by ACCO PRODUCTS, INC.
Long Island City, N. Y., U. S. A.

